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ABSTRACT

As part of the Asian American Bilingual Center (AABC) Pilipino Language Arts Program, a curriculum suitable for students in grades 1 and 2 is presented. The program is geared both to the immigrant Filipino child and to the American-born Filipino child who learned to speak Pilipino at home, and includes kits that emphasize the AABC's major concepts: identity, needs, and interaction. It covers four basic areas of language development: listening, speaking, reading, and writing, with emphasis on reading. The "Needs Kit" includes: (1) a student reader (a collection of eight to ten selections with topics linked to the AABC social studies core curriculum); (2) teacher's handbook that includes lessons, games, evaluative test and student profile, and resource materials; and (3) a student workbook that provides tasks focusing on phonic, structural, comprehension, and study skills as well as vocabulary development and practice. Four themes are stressed in this bilingual program: child, family, community, and natural environment. Each theme reappears and expands through the curriculum from one level to the next in increasing complexity. (LB)

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Ang Paligid Natin

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Needs
Pangangailangan

FL019870

READER

Sining ng Wika Unang Antas
Language Arts Level One

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Asian American Bilingual Center

Ang Paligid Natin

Written by Voltaire Gungab

Needs
Pangangailangan

READER

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

Developed by

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

Gloria Garcia, editor; Jim Dong, Edna Jundis, Sam Lau, Chester Yoshida, illustrators; Joe Samberg, photographer; Susan Revier, paste-up; Joey Arcellana and Jonathan Hirabayashi, production.

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Anong Pagkain ang Kailangan Nila?

Eto sina Leni at Roger.
Magkapatid ang dalawang batang ito.

Anong pagkain ang kailangan nila upang lumusog sila?

Kailangan nilang kumain ng karne at gulay.

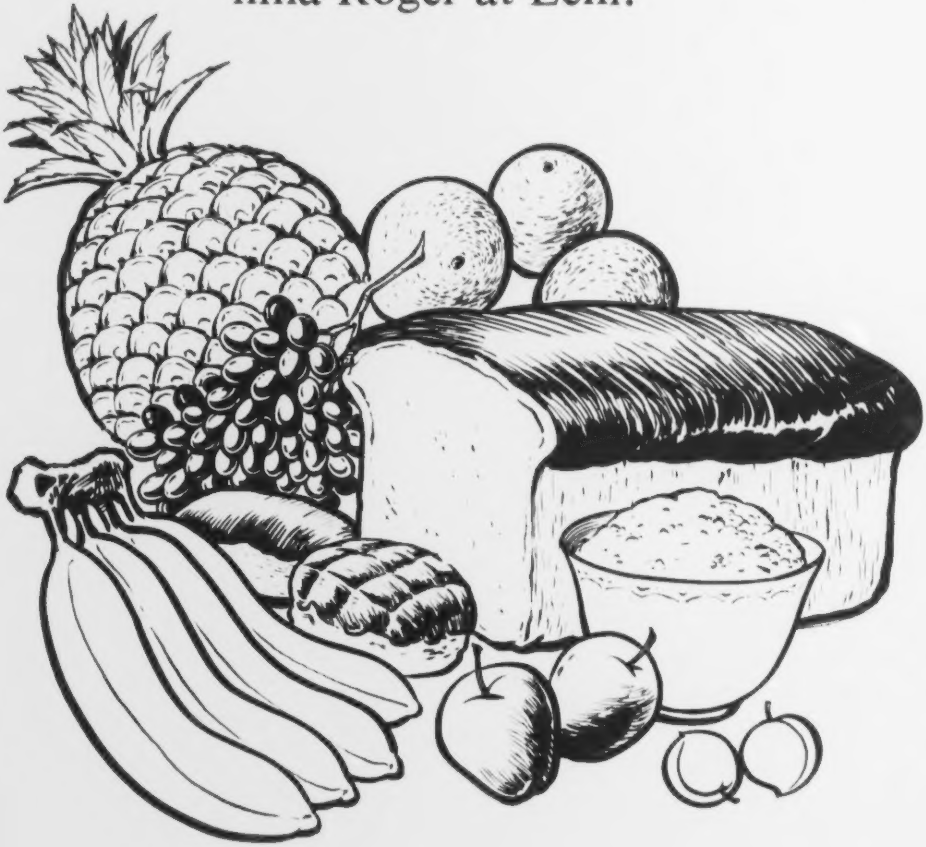
Gusto ni Leni ng gulay araw-araw.

Kailangan nilang uminom ng gatas
at kumain ng itlog.

Araw-araw, gusto ni Roger na
uminom ng gatas bago magpunta
sa paaralan.

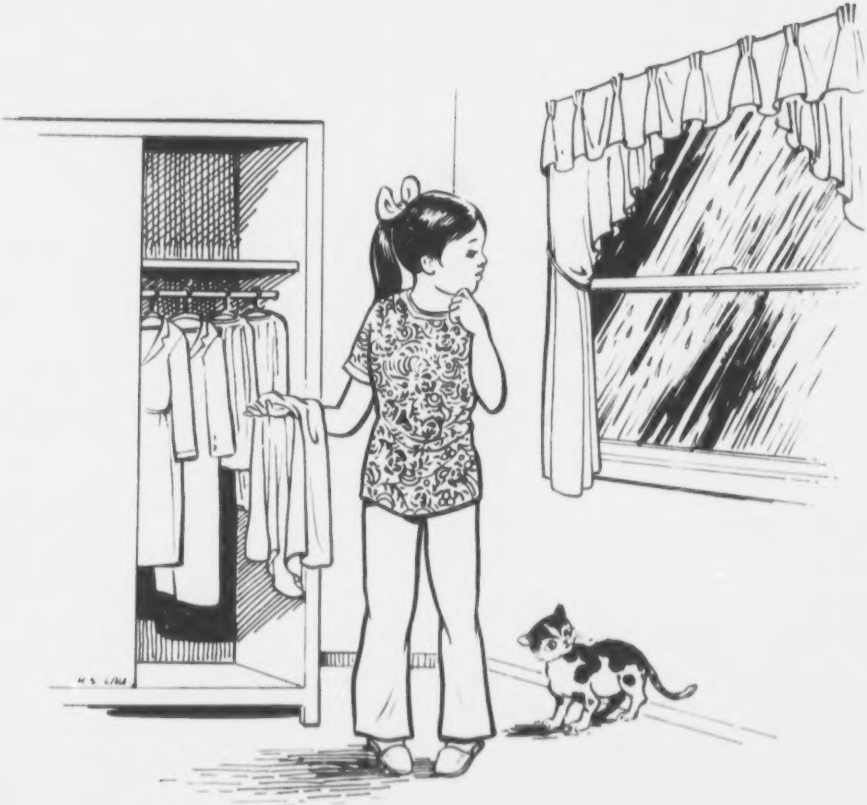
Kailangan nilang kumain ng kanin, tinapay at prutas.

Araw-araw, may prutas sa bahay nina Roger at Leni.



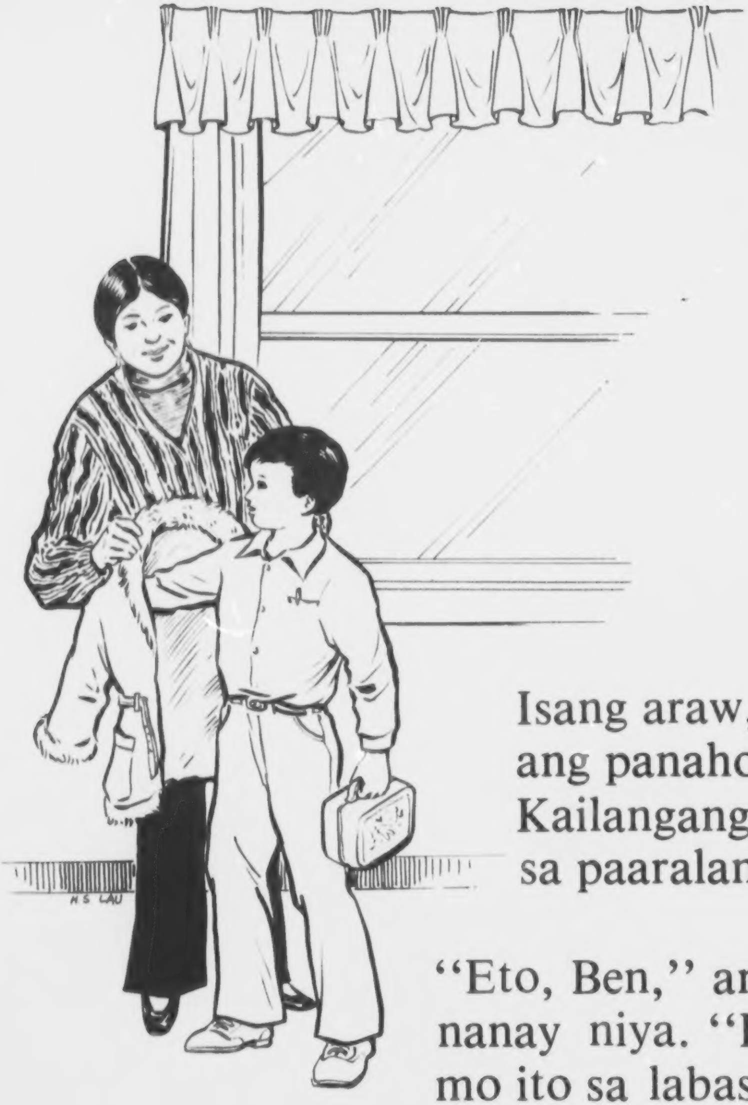
Ang sabi ng nanay nila, "Kumain ng mga pagkaing ito araw-araw upang lumusog at lumaki."

Mga Damit



Isang araw na maulan, nasa loob ng bahay si Rosa. Gusto niyang maglakad sa labas upang pumunta sa bahay nina Kim.

Anong damit ang kailangan ni Rosa sa labas ng bahay?



Isang araw, malamig
ang panahon.
Kailangang magpunta
sa paaralan ni Ben.

"Eto, Ben," ang sabi ng
nanay niya. "Kailangan
mo ito sa labas."

Anong damit ang kailangan ni Ben sa labas ng bahay?

Isang araw, mainit ang panahon.

“Naku, mainit sa labas!” ang
sabi ni Anne.

Kailangan ba ni Anne ng diyaket?
Kailangan ba ni Anne ng kapote?
Anong damit ang kailangan ni
Anne sa labas ng bahay?

Isang araw, may isno sa labas ng bahay nina Luis. Gusto niyang maglaro sa labas upang gumawa ng taong isno.

Anong damit ang kailangan ni Luis sa labas ng bahay?

Mainit sa labas. Gusto mo bang maglaro? Anong damit ang kailangan mo?

Mga Bahay sa Paligid

Isang araw, gustong magpasyal ng pamilya ni Tony. Gusto nilang pumunta sa sine.

"Naku," ang sabi ni Tony, "marami akong makikita papunta sa sine."

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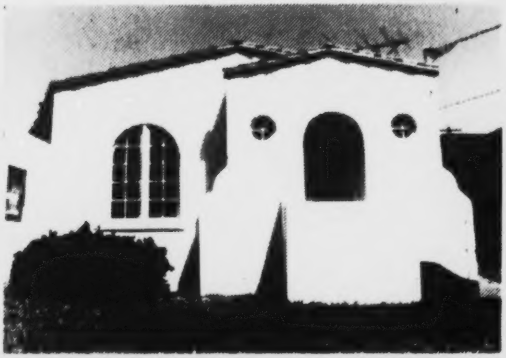
"Tayo na," ang sabi ng tatay ni Tony. Eto na sila sa kotse — ang tatay, ang nanay, si Tony at ang tatlong kapatid niya. Nakadiyaket sila.

"Tayo na," ang sabi ng mga bata.



Papunta sa sine, nakita ni Tony ang mga bahay sa paligid.

May mga bahay na malaki, may mga bahay na maliit. May mga bahay na pula, may mga bahay na puti, may mga bahay na itim.

Nakita ni Tony ang isang malaking gusali.

"Apartment iyon," ang sabi ng tatay ni Tony. "May mga taong nakatira sa mga apartment."

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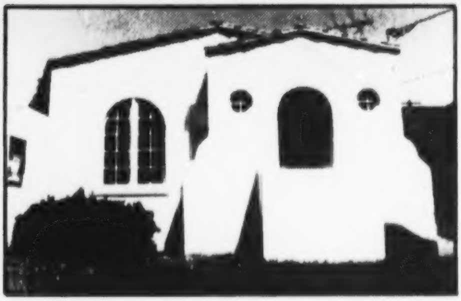
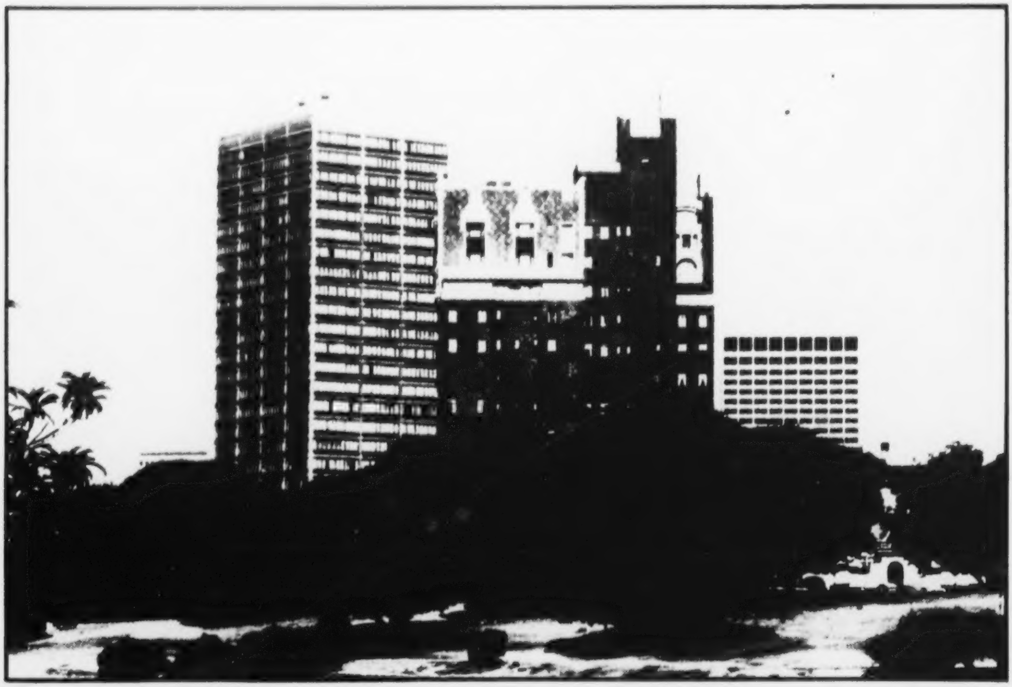




Maraming nakita si Tony papunta sa sine. Nakita niya ang mga bahay, ang mga apartment, ang mga gusali.

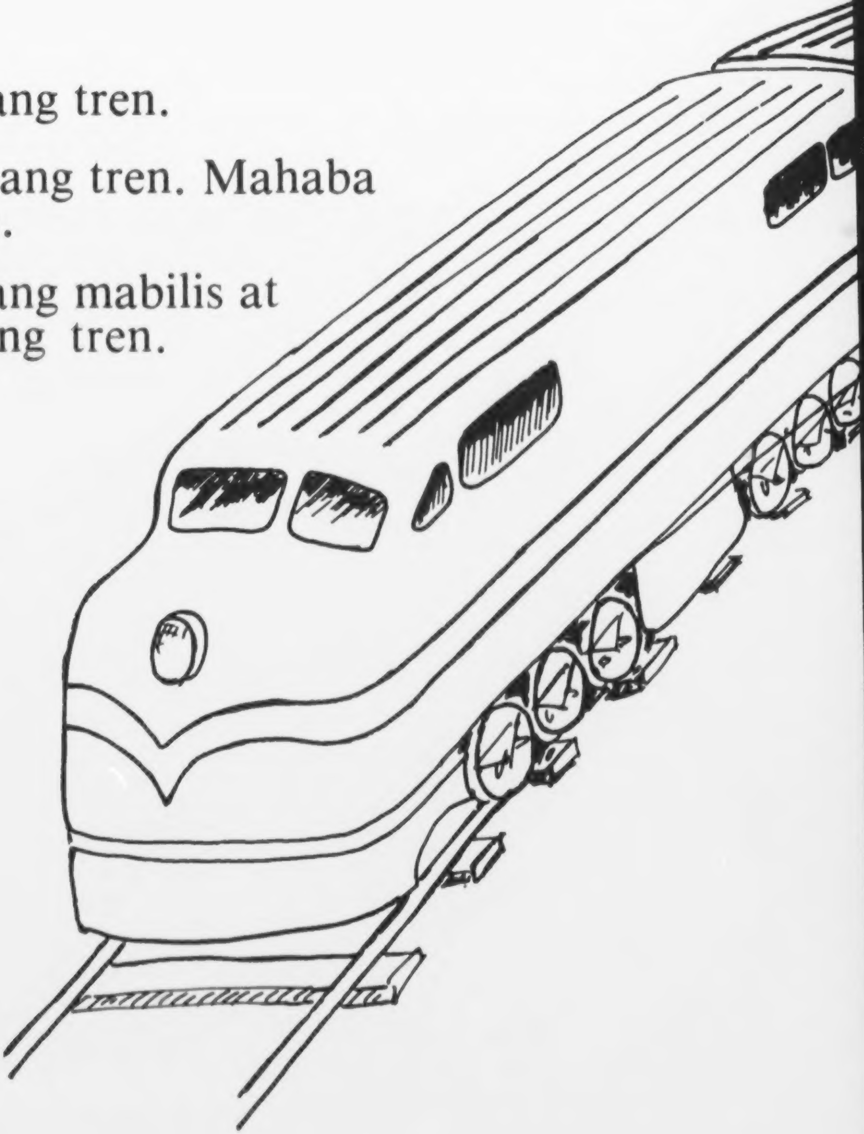
May mga gusali ba sa paligid mo?

Ang Tren

Eto na ang tren.

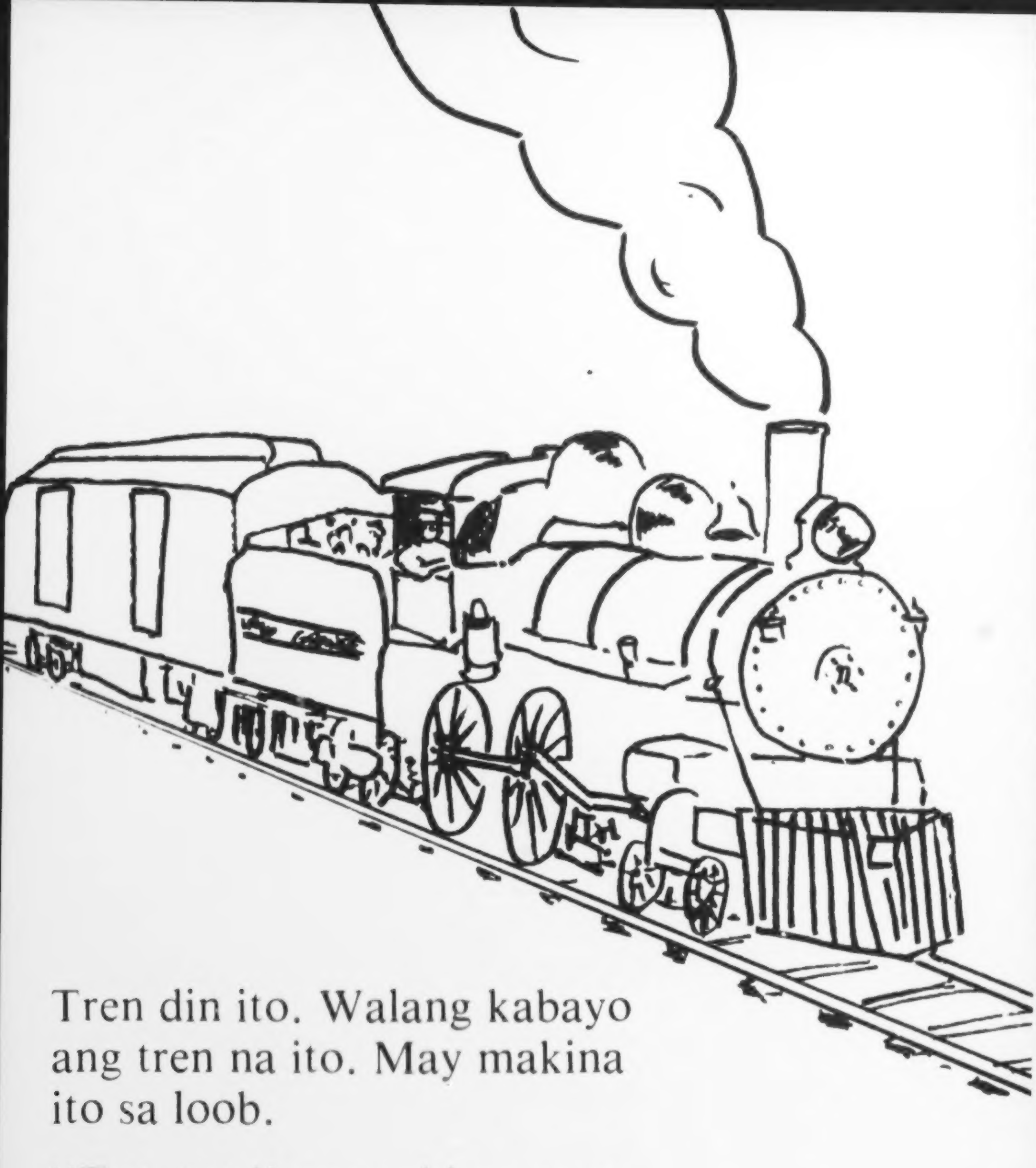
Mabilis ang tren. Mahaba ang tren.

Eto na ang mabilis at mahabang tren.



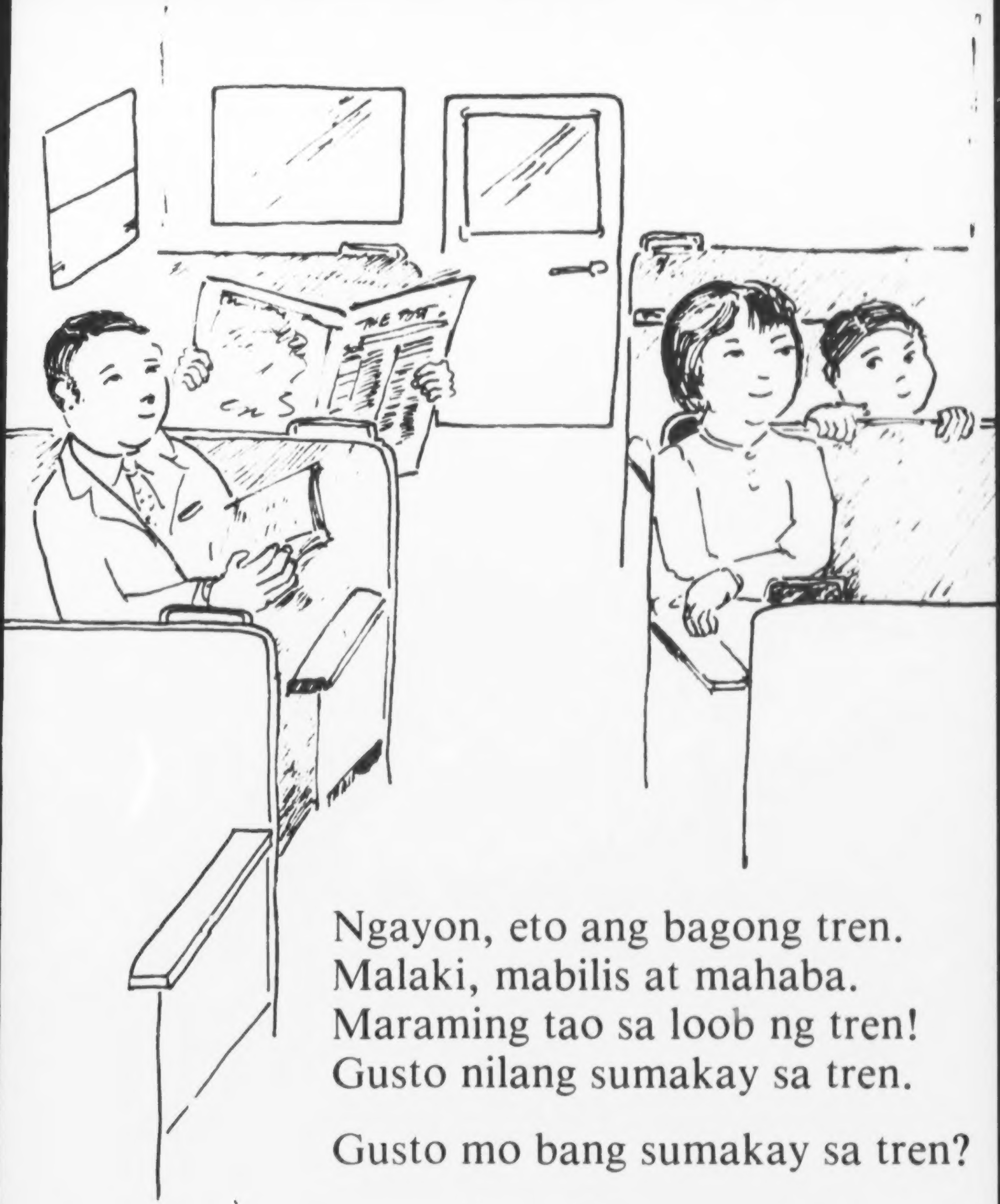
Ito ang unang tren. Hila-hila ito ng kabayo. Walang makina ang tren na ito.

Ito ang unang tren.



Tren din ito. Walang kabayo ang tren na ito. May makina ito sa loob.

"Tut, tut," ang sabi ng tren.



Ngayon, eto ang bagong tren.
Malaki, mabilis at mahaba.
Maraming tao sa loob ng tren!
Gusto nilang sumakay sa tren.

Gusto mo bang sumakay sa tren?

Ang mga Mata Natin

Eto si Jimmy sa paaralan. Eto si Miss Gomez, ang guro ni Jimmy. May mga larawan si Miss Gomez.

“Ano ang nasa larawan?” ang sabi ni Miss Gomez.

“Prutas po ang nasa unang larawan,” ang sabi ni Jimmy.
“At trak ang nasa ikalawang larawan.”

“Magaling, Jimmy,” ang sabi ng guro.

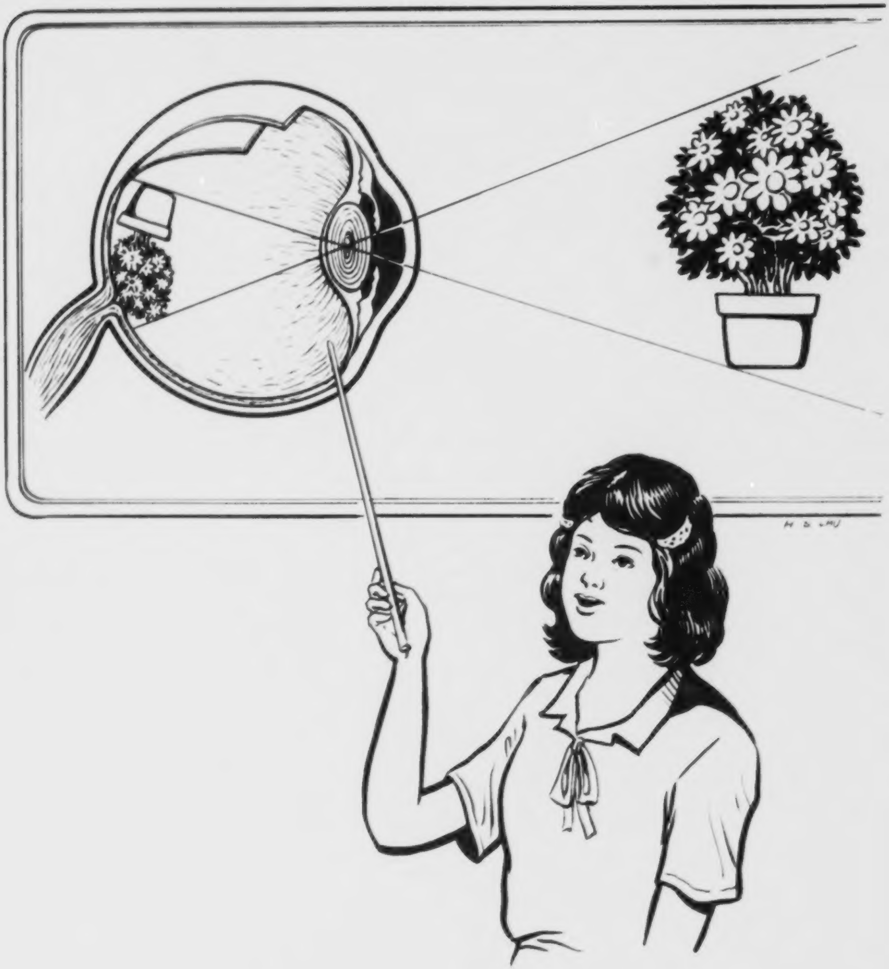
‘‘Paano mo alam na trak at prutas ang nasa larawan?’’ ang sabi ni Miss Gomez.

‘‘Nakita ko po sa larawan,’’ ang sabi ni Jimmy.

‘‘Paano mo nakita ang mga larawan?’’ sabi ni Miss Gomez.

"Nakita po ng mga mata ko," sabi ni Jimmy. "Eto ang mga mata ko."

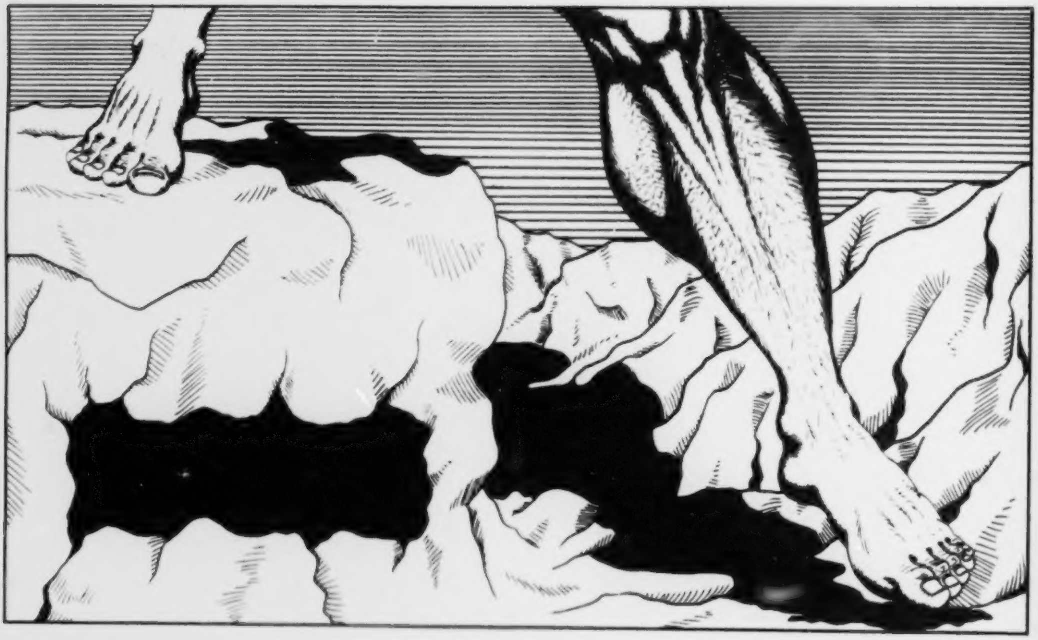
"Magaling, Jimmy," sabi ni Miss Gomez. "Kailangan natin ang mga mata upang makita natin ang mga bagay sa ating paligid."



Alam mo ba na ito ang nasa loob ng mata natin?

Mga Bugtong

Dala mo, dala ka
Dala ka pa ng iyong dala.



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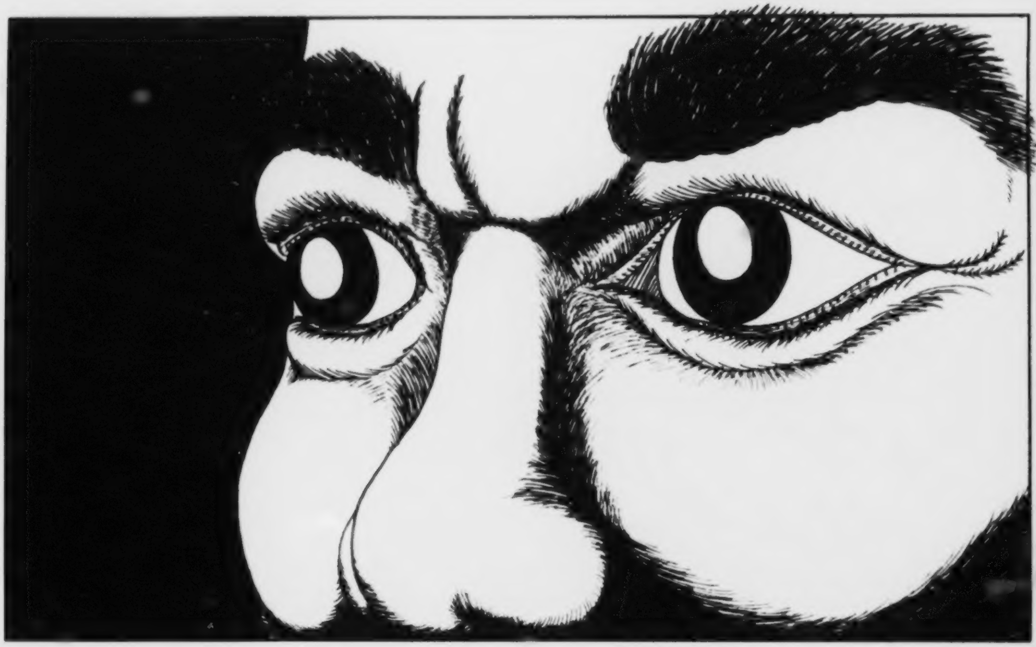
Dalawang batong itim
Malayo ang nararating.



?

Hayan na, hayan na
Hindi pa makita.

?

Hindi tao, hindi hari
Nakadamit ng sari-sari.

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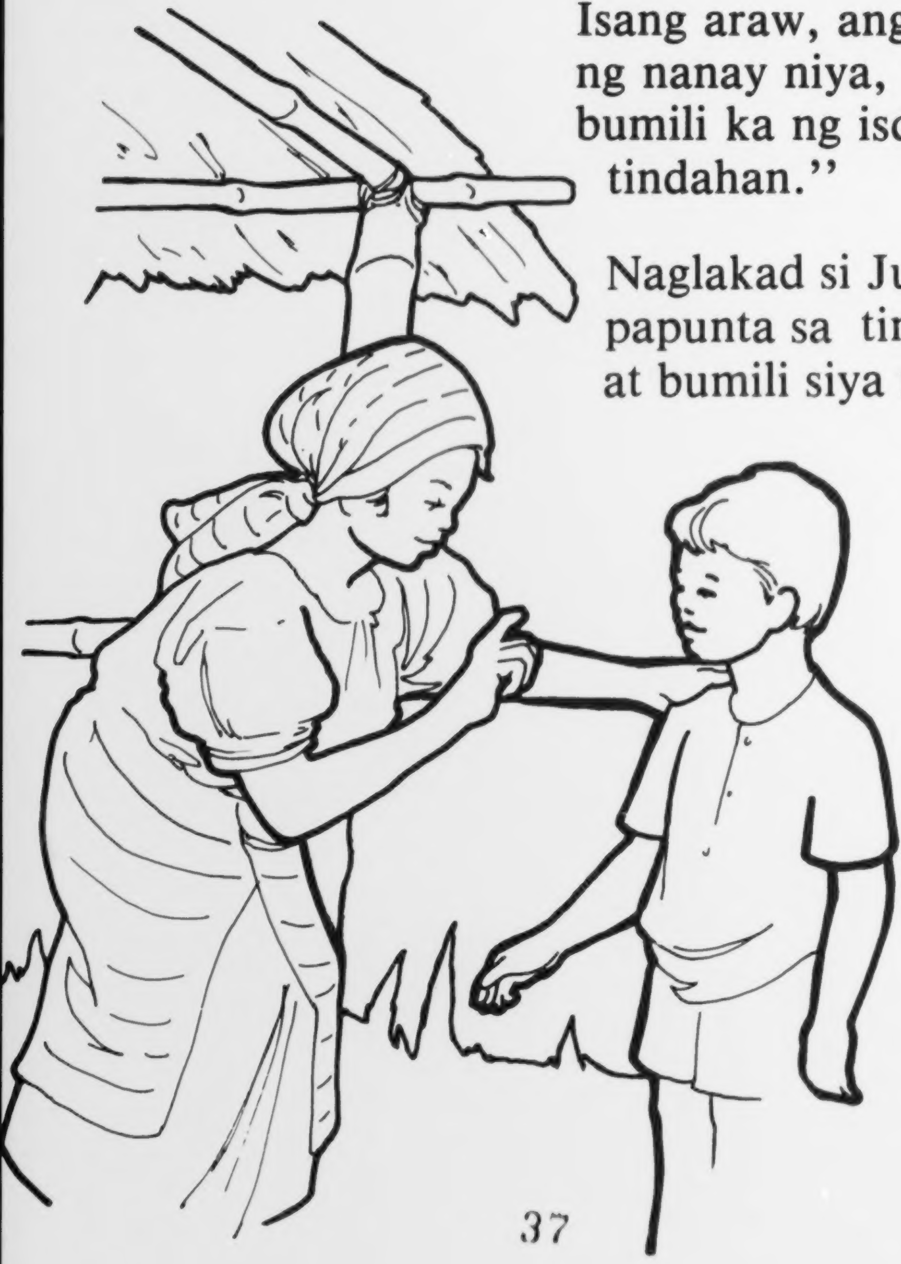
Si Juan Tamad

Noong unang panahon, may isang batang nakatira sa Pilipinas. Siya si Juan Tamad. Hindi niya gustong gumawa ng kahit na ano. Gusto niyang maglaro.

Isang araw, ang sabi ng nanay niya, "Juan bumili ka ng isda sa tindahan."

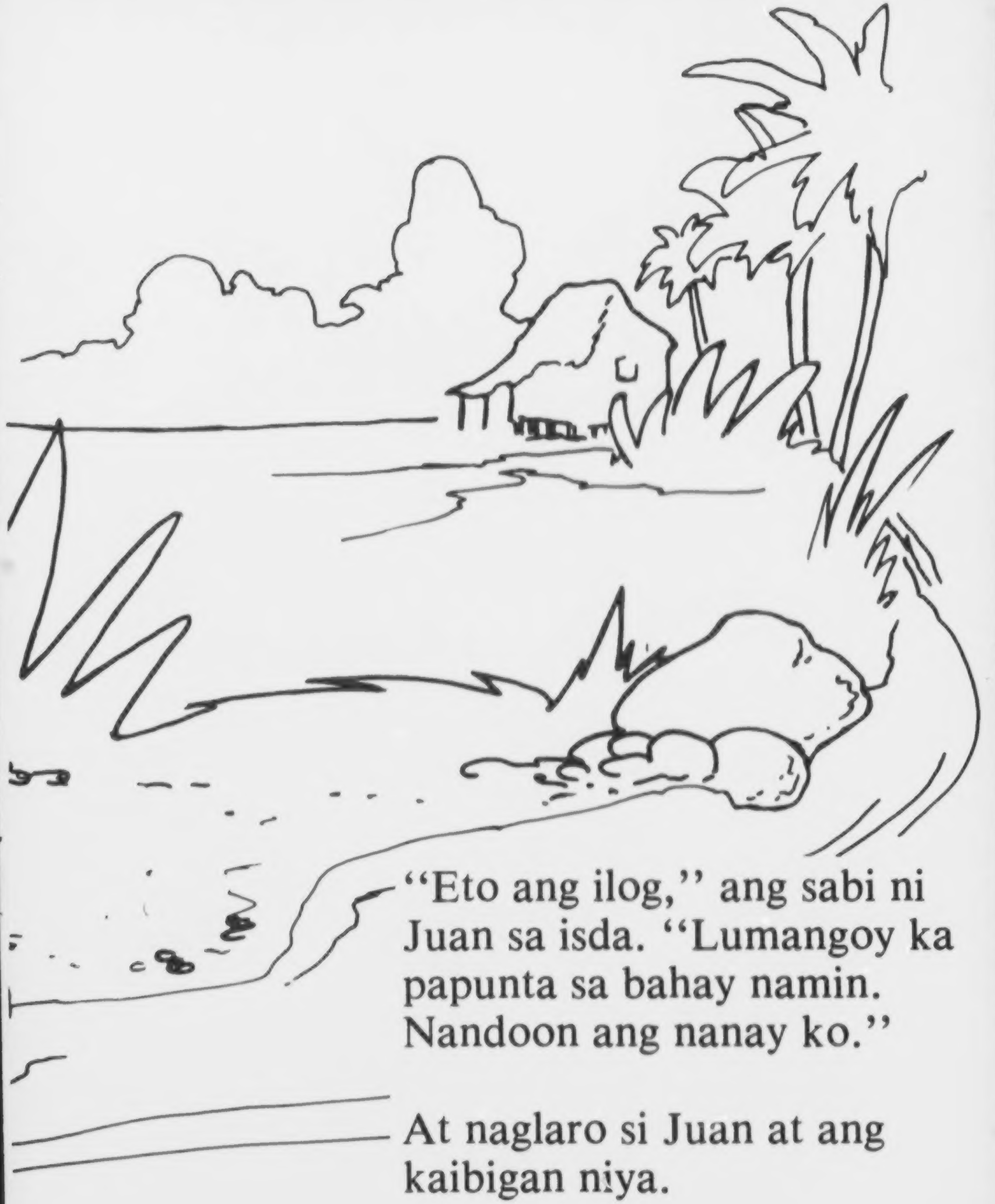
Naglakad si Juan papunta sa tindahan at bumili siya ng isda.



Sa loob ng tindahan, nakita ni Juan and kaibigan niya.

“Juan, maglaro tayo,” ang sabi ng kaibigan.

Pumunta ang dalawang magkaibigan
sa may ilog.

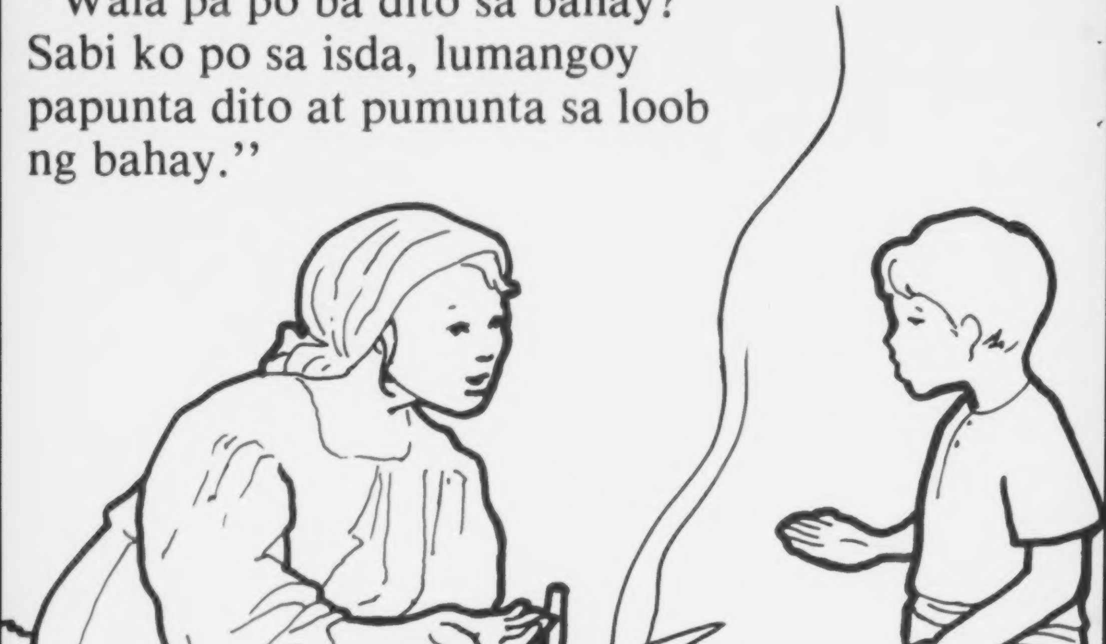


“Eto ang ilog,” ang sabi ni Juan sa isda. “Lumangoy ka papunta sa bahay namin. Nandoon ang nanay ko.”

At naglaro si Juan at ang kaibigan niya.

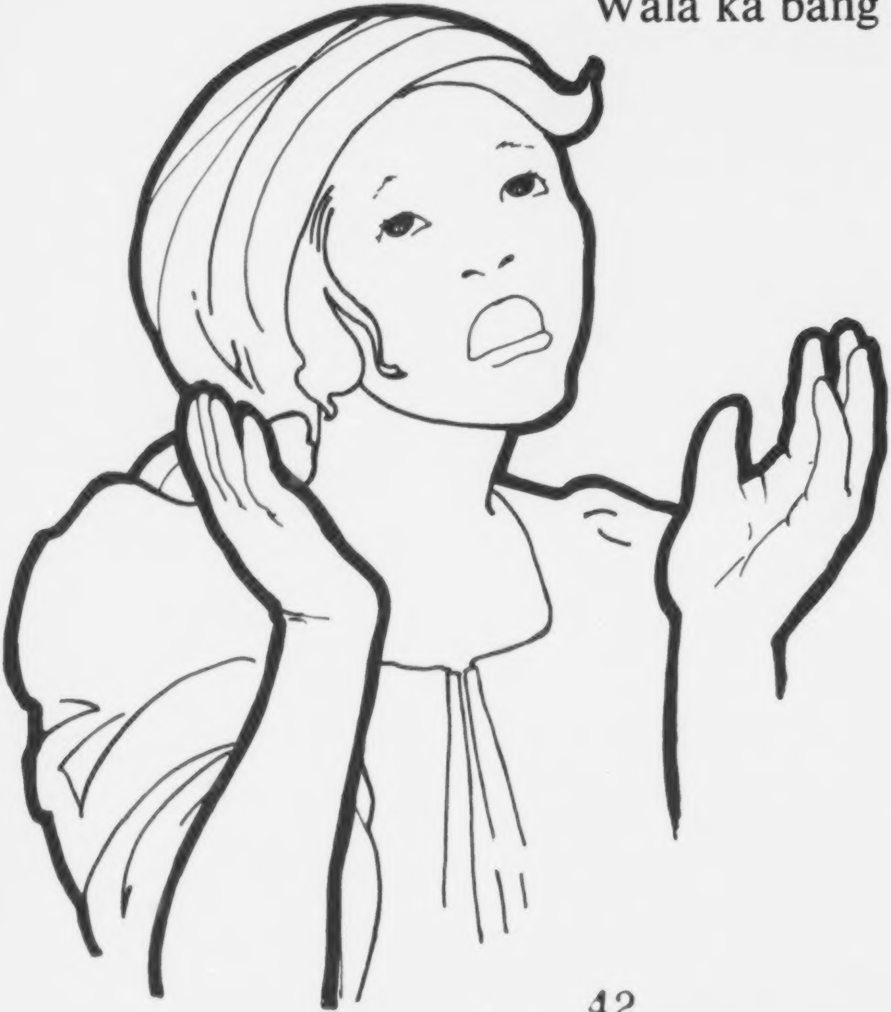
“Nasaan ang isda?” ang sabi ng nanay ni Juan.

“Wala pa po ba dito sa bahay?
Sabi ko po sa isda, lumangoy
papunta dito at pumunta sa loob
ng bahay.”



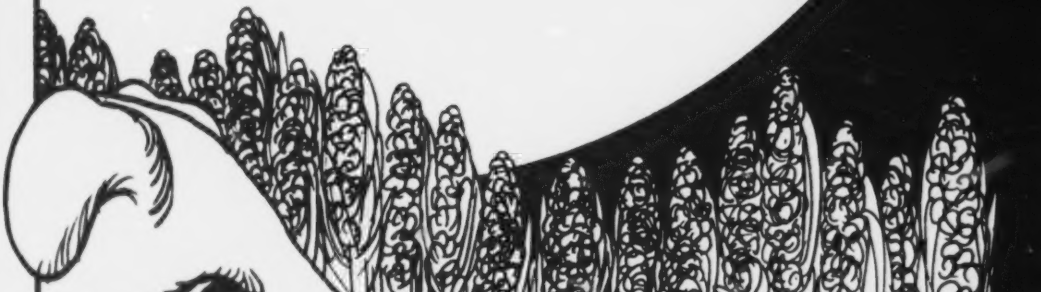
Nagalit ang nanay ni Juan.

"Naku, Juan Tamad!"
ang sabi niya.
"Wala ka bang mata?
Wala ka bang isip?"



Ang Kadena ng Pagkain

Mga halaman ito.
Mga halaman at gulay ito.
Mga halaman, gulay at buto ito.
Ito ang pagkain ng mga . . .



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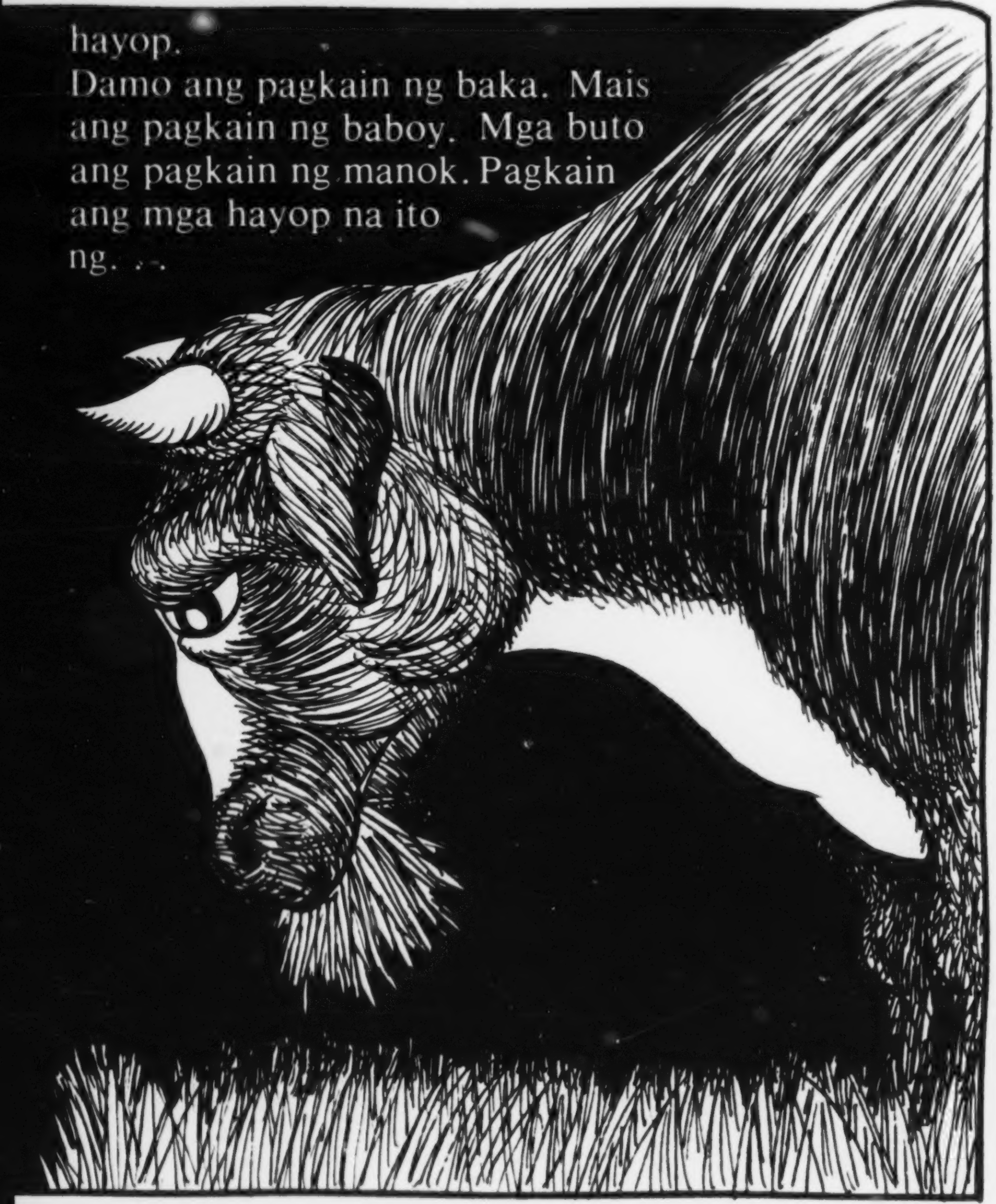
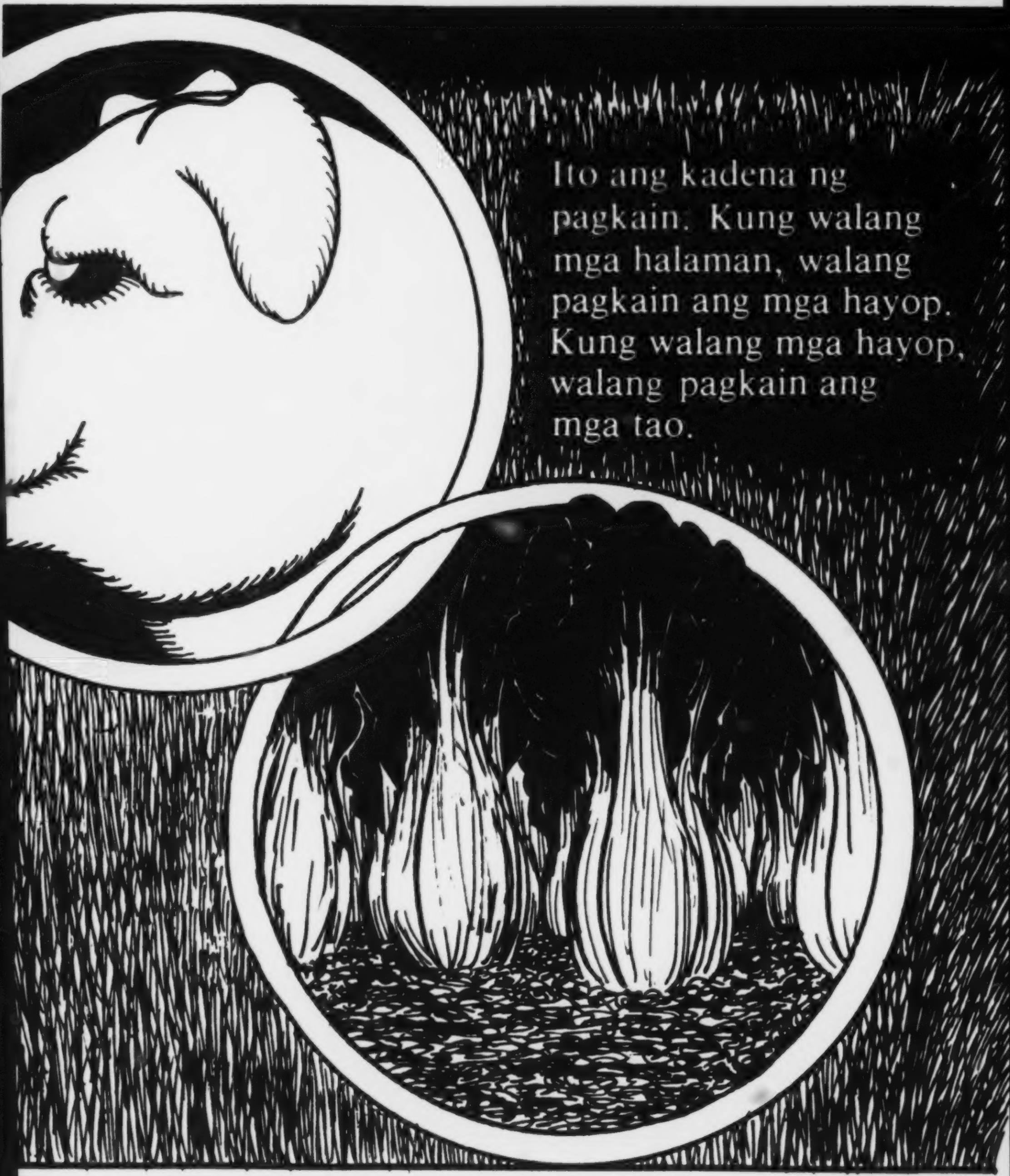
hayop.

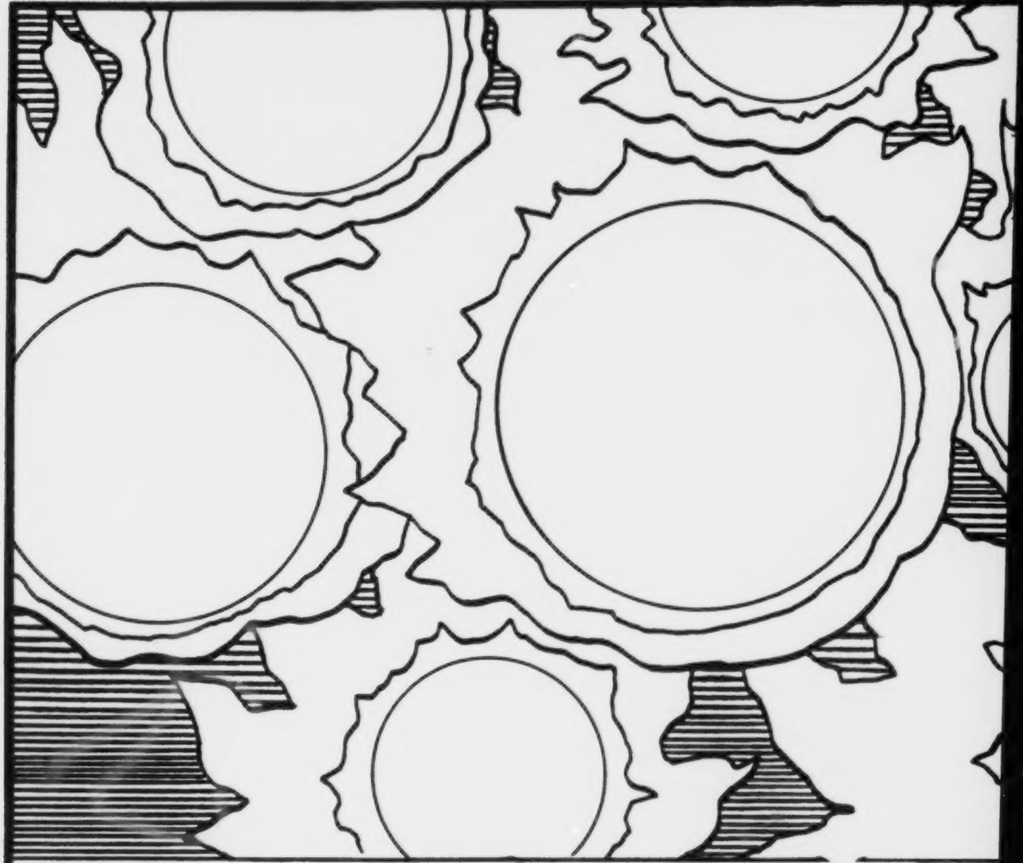
Damo ang pagkain ng baka. Mais ang pagkain ng baboy. Mga buto ang pagkain ng manok. Pagkain ang mga hayop na ito ng. . .



tao.
Ang karne ng baka. Ang karne ng baboy. Ang karne ng manok. Pagkain natin ang mga ito.



Ito ang kadena ng pagkain. Kung walang mga halaman, walang pagkain ang mga hayop. Kung walang mga hayop, walang pagkain ang mga tao.



Noong unang panahon, siyam ang araw sa langit. Mainit na mainit ang panahon. Walang halaman at walang tubig.

Ito si Ho Yi. Ang sabi niya, ''Hindi natin kailangan ang siyam na araw sa langit. Isa lang ang kailangan natin.''

Gumawa si Ho Yi ng isang pana at mga palaso.

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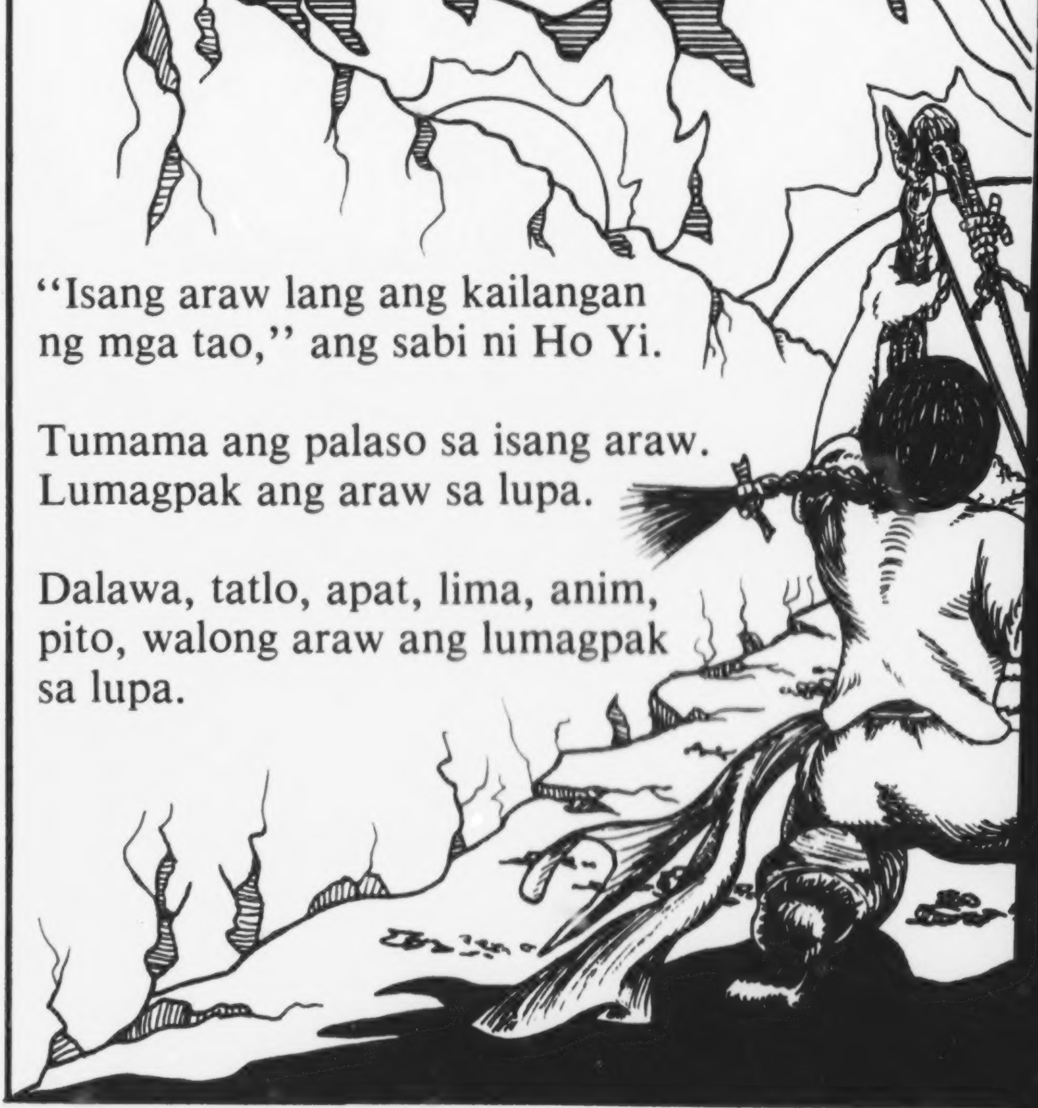
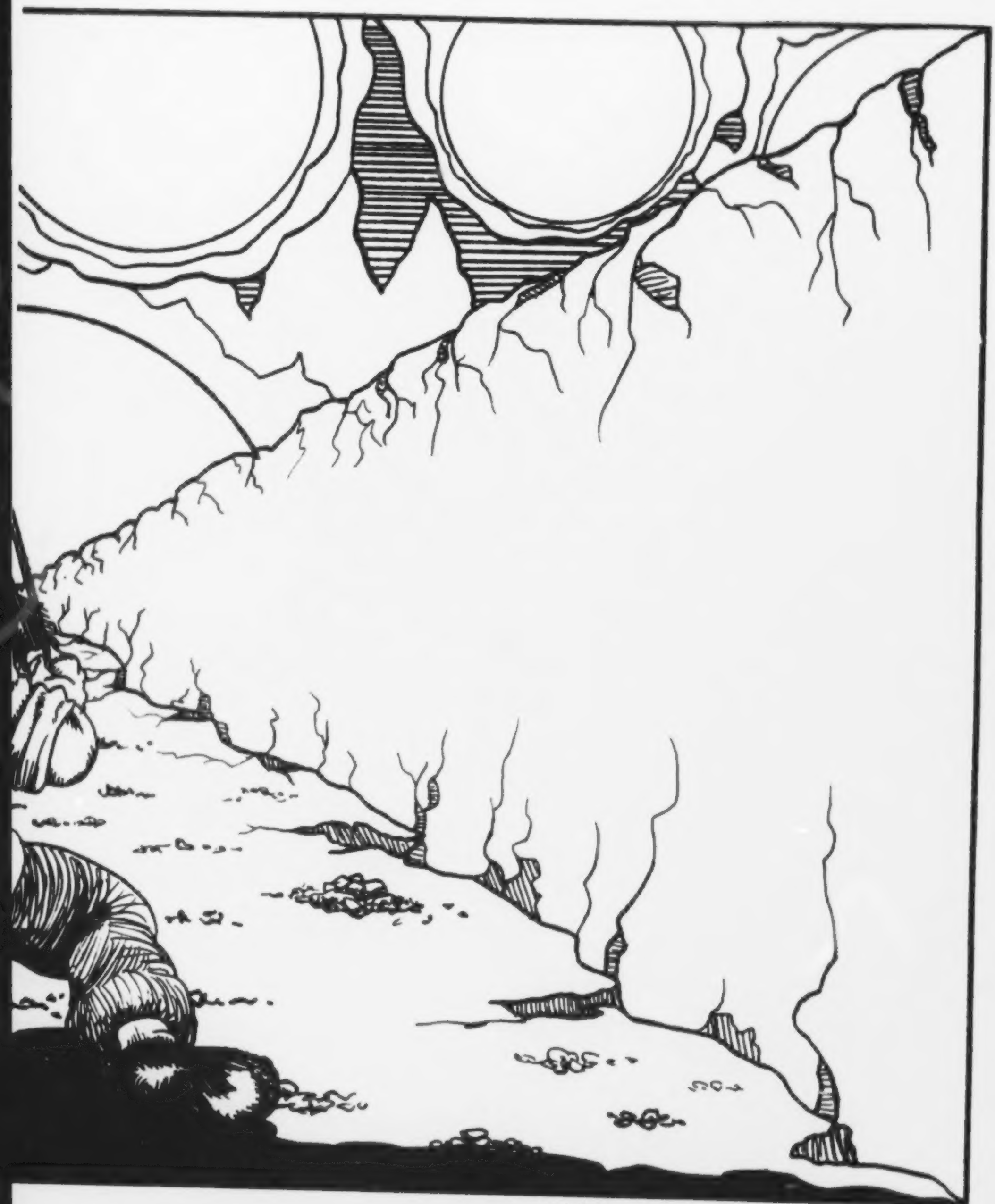


"Isang araw lang ang kailangan ng mga tao," ang sabi ni Ho Yi.

Tumama ang palaso sa isang araw. Lumagpak ang araw sa lupa.

Dalawa, tatlo, apat, lima, anim, pito, walong araw ang lumagpak sa lupa.



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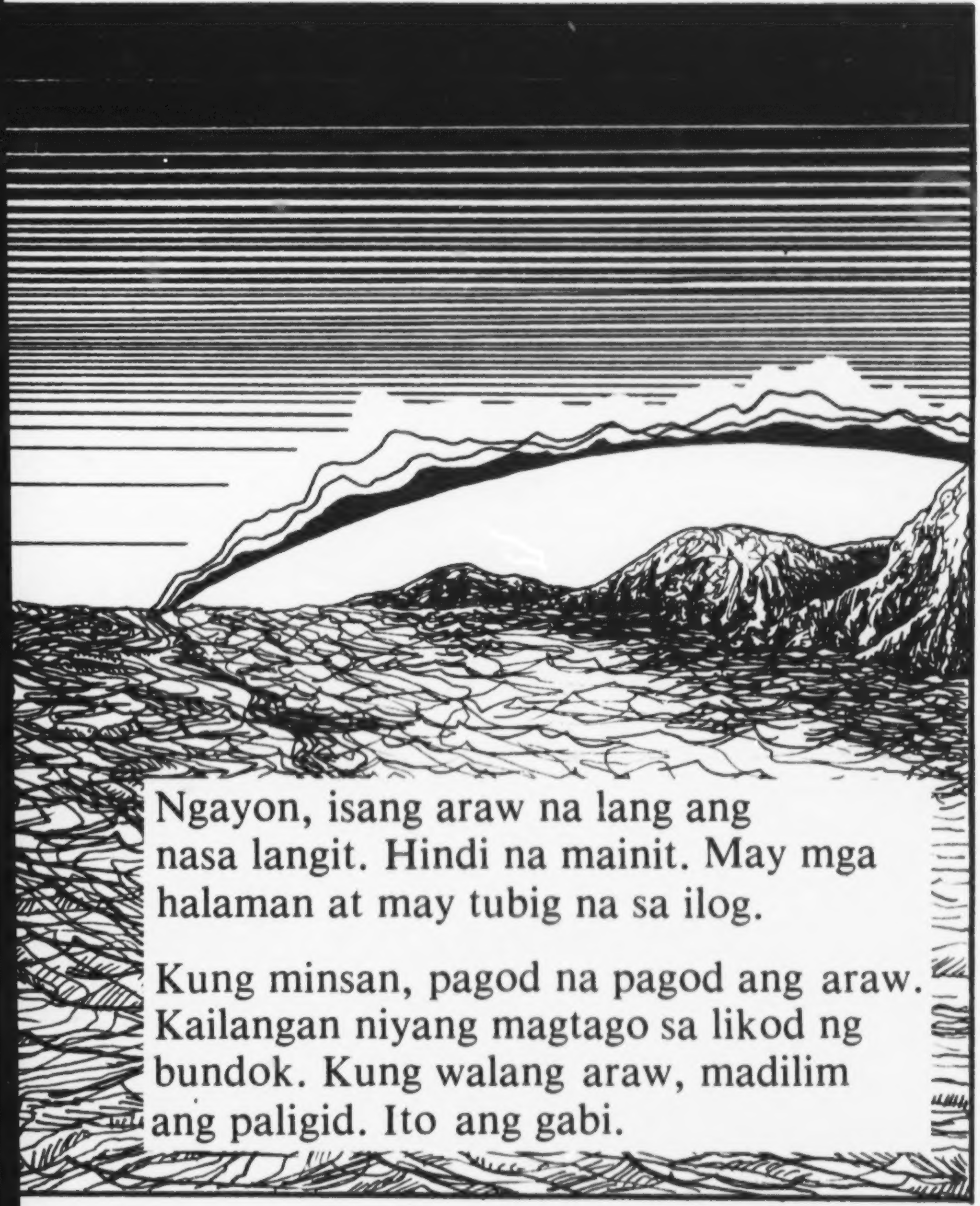
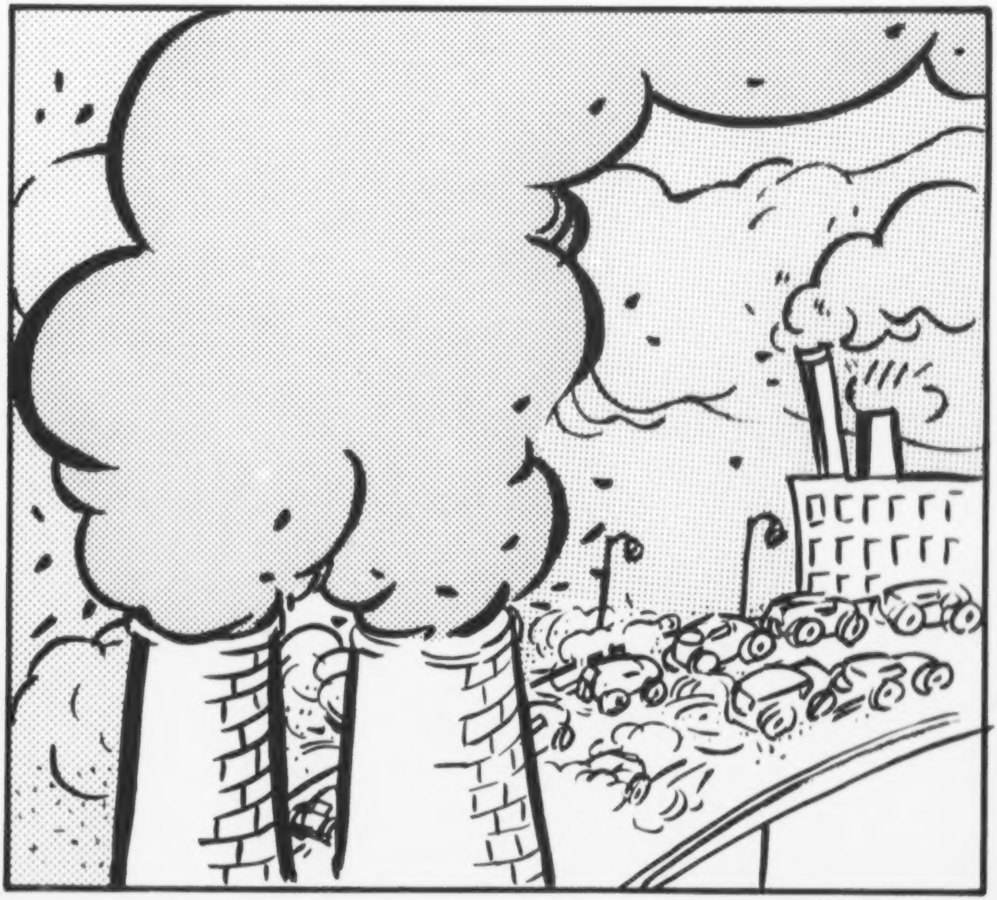


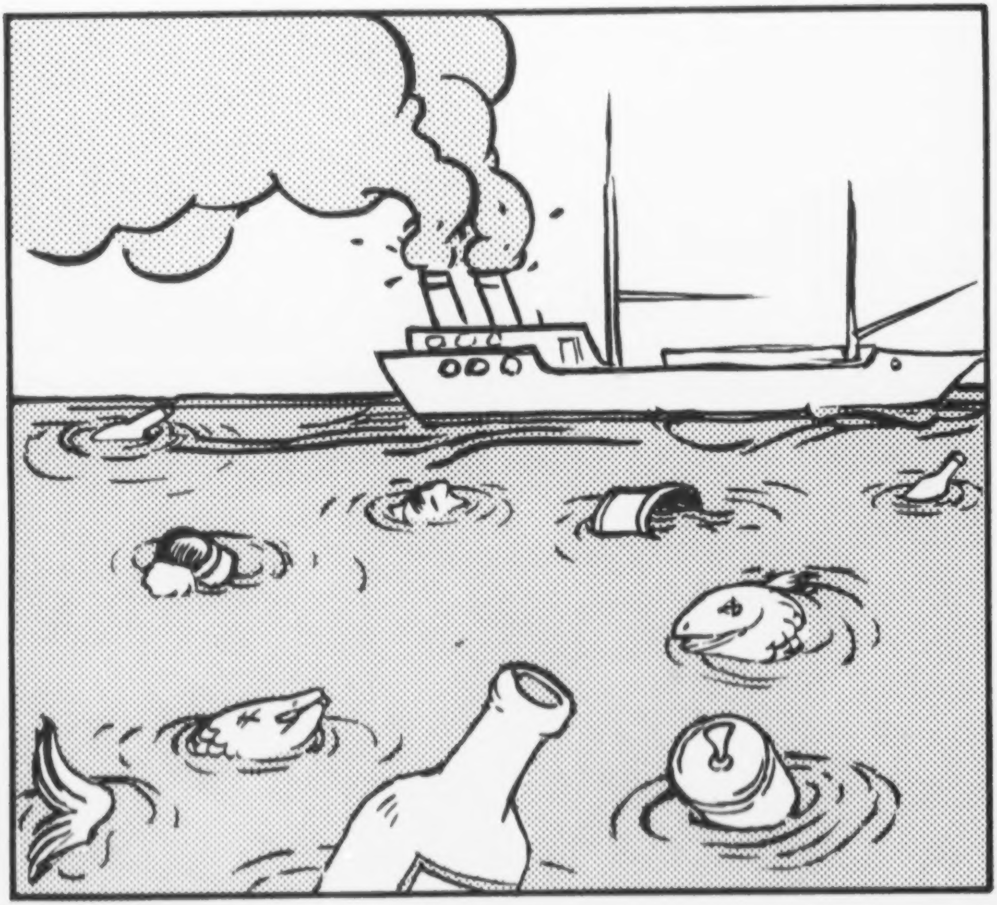
Ngayon, isang araw na lang ang nasa langit. Hindi na mainit. May mga halaman at may tubig na sa ilog.

Kung minsan, pagod na pagod ang araw. Kailangan niyang magtago sa likod ng bundok. Kung walang araw, madilim ang paligid. Ito ang gabi.

Ano ang Mangyayari?

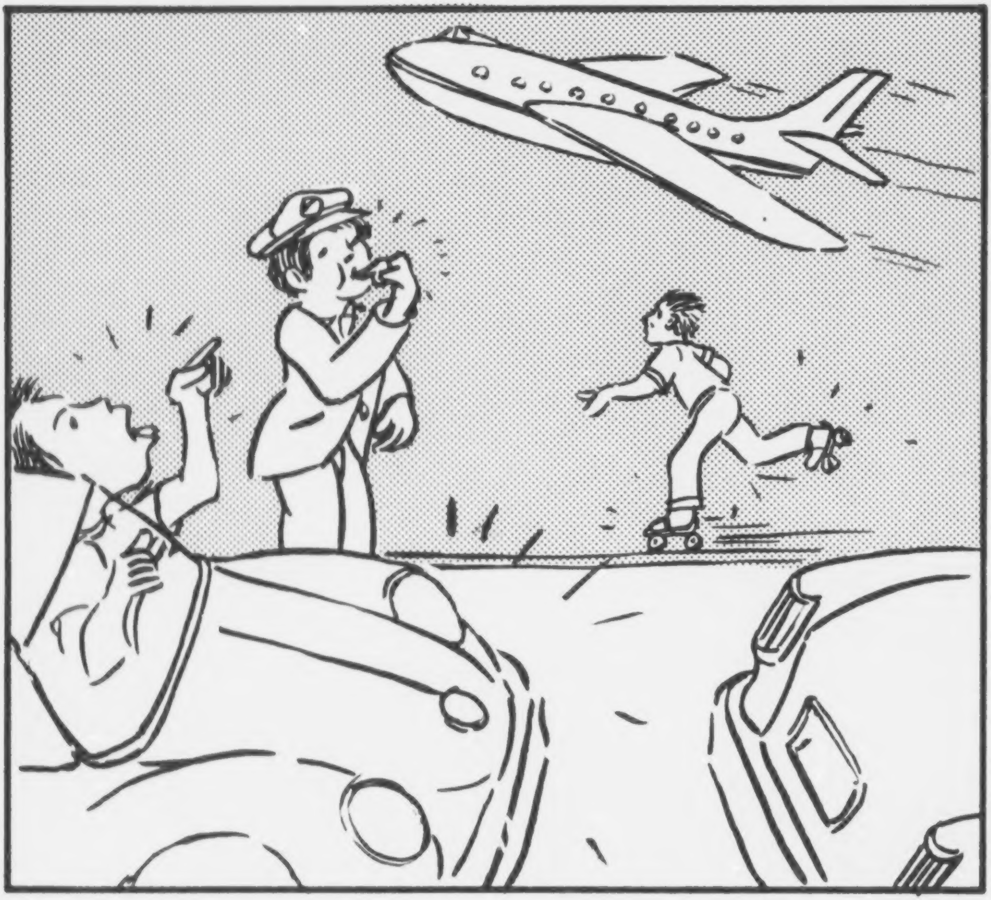


Ano ang mangyayari kung marumi ang hangin?

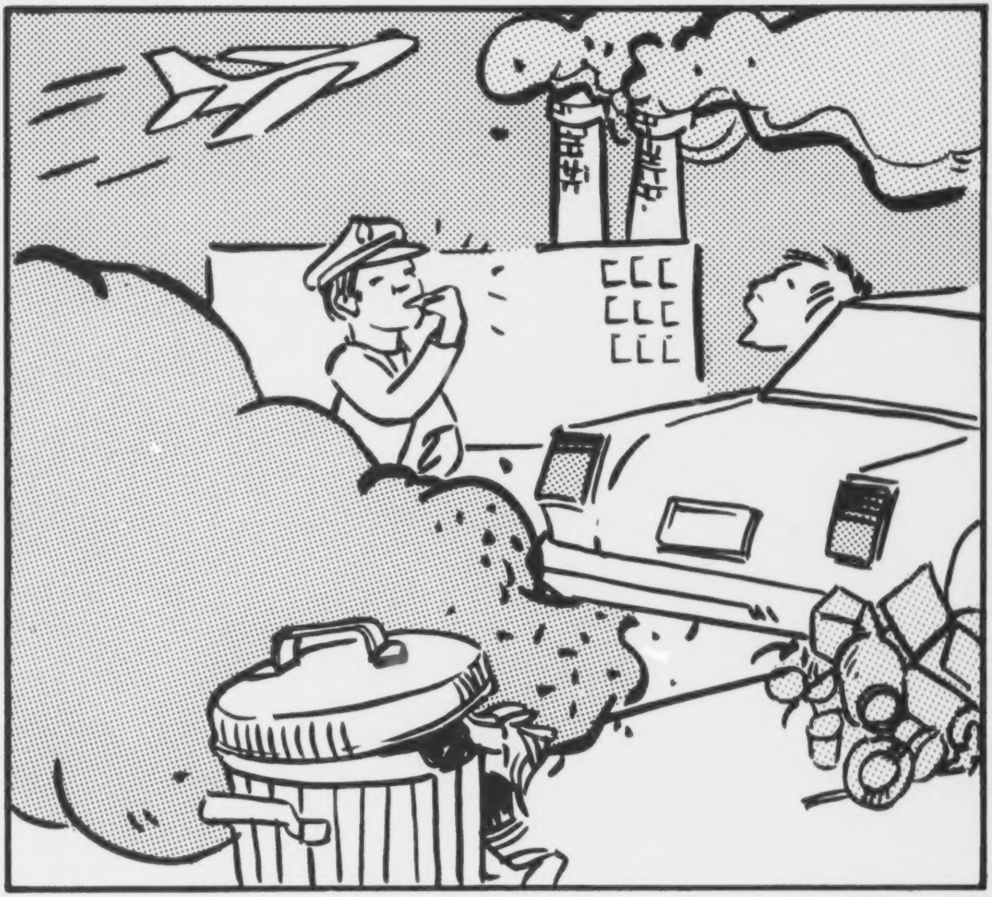


Ano ang mangyayari kung marumi ang tubig?

Ano ang mangyayari kung marumi ang paligid natin?



Ano ang mangyayari kung maingay na maingay sa paligid natin?



Ito ba ang mangyayari?

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Needs
Pangangailangan

HANBUK NG GURO
TEACHER'S HANDBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

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EVALUATION, DISSEMINATION, AND ASSESSMENT CENTER
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
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INTRODUCTION

The Asian American Bilingual Center curriculum attempts to foster the total growth of the child. This goal is based on the belief that the child's cognitive development is inseparable from the child's social, affective and psychomotor development.

In order to facilitate the child's total growth, the Center has selected an interdisciplinary approach to curriculum development. Thus, the Center curriculum is integrated rather than segmented into traditional subject areas. Social studies has been selected as the core of the curriculum design. Social studies themes and concepts provide the framework within which all the subject areas--mathematics, reading/language arts, fine arts, and science--are organized.

The four social studies themes are: Child, Family, Community, and Natural Environment. These themes spiral, that is, reappear and expand, through the curriculum from one level to the next. At each level, one or more aspects of a theme are emphasized more than others as the child moves from simple to complex ideas and from the understanding of self to an understanding of society.

Correlated with the four themes are the concepts: Identity, Needs, and Interaction.

Identity

A strong and positive self-concept is a vital part of every child's life. It is integral to the development of the child's intellectual, emotional, social, and physical capabilities. It stems from the child's confident recognition of his/her uniqueness as an individual, as a member of his/her family and community, and as a participant in his/her culture and history. It results in the development of a self-determining child, one who is increasingly able to make decisions, solve problems, and make an impact on others and on the environment in a creative, responsible, and concerned manner.

Needs

A self-managing child clearly perceives and analyzes his/her physical, social, and economic wants and needs. S/he explores and becomes skilled in the use of his/her human and environmental resources in order to fulfill those needs. The child is knowledgeable about how people and other living things must work together to fulfill one another's needs and operates competently in that cooperative effort.

Interaction

In order to function effectively with people and within the environment, the child recognizes the necessity and value of interdependence. The child is aware of and respects the values, feelings, and rights of others. S/he understands the impact made upon him/her by others and by factors in the environment, and in turn is able to make an impact on them. The child is perceptive and analytical in his/her interactions. S/he deals with problems, conflicts, and changes with reason and initiative. Skilled in verbal and non-verbal communication, the child understands cause and effect, and collective decision making. The child's actions and interactions reflect his/her concepts of him/herself as an individual and as a member of the community. They express his/her culture and history. Thus, it can be seen that Identity, Needs, and Interaction are closely interwoven.

The content of the curriculum within the guidelines established above is multicultural with an Asian American emphasis. In establishing what the student is expected to learn in each unit, particular attention has been given to clarifying and analyzing values, feelings, and attitudes.

The Center's curriculum is packaged into three kits per level. Four levels of curriculum materials have been developed for the elementary grades. The Introductory Level program is designed for prekindergarten and kindergarten children. The Level One program is suitable for students in grades one and two, the Level Two program for grades three and four, and the Level Three program for grades five and six. Each kit carries the name of one of the Center's major concepts: Identity Kit, Needs Kit, and Interaction Kit. In general, each kit contains:

1. a teacher's guide and resource book
2. a teacher's math handbook
3. a teacher's language arts handbook
4. a student math workbook
5. a student language art workbook
6. a basal reader
7. a set of flashcards
8. a set of charts
9. a set of storybooks

Each level of the Center's curriculum, therefore, consists of more than thirty products.

AN OVERVIEW

Bilingual education is based on the right of language minority students to equal and quality education, and on the belief that the best way to guarantee that right is to employ the native language of the limited English-speaking child as a basis for learning.

Teaching the child his/her native language is an important aspect of bilingual education. Contact with his/her ethnic culture, which a knowledge of the language facilitates, will instill in the child a sense of cultural pride. The resulting positive self-concept will make the child more eager to learn in school. And while the child is learning English, his/her mastery of subject matter, acquisition of skills, and development of concepts will be furthered rather than inhibited through the use of the native language.

On these bases, the Asian American Bilingual Center has developed the Pilipino Language Arts Program.

But why develop such a program, one may ask, when a wealth of language arts materials is available from the Philippines?

First, one must recognize that the situation of the Filipino American child is quite different from that of his/her counterpart in the Philippines. While a child in the Philippines receives constant reinforcement in the Pilipino language from the environment, the Filipino American generally receives it only at home. Second, the content of materials from the Philippines reflects Filipino society, and much of it may not be relevant or applicable to the Filipino American child's experience. With his/her unique needs and interests, s/he should therefore have materials whose content and approach would enable him/her to develop skills in Pilipino while learning about new ideas encountered in the United States, the multi-ethnic nature of this society, and the new environment.

Recent research in the field of Filipino linguistics has provided a more accurate, concise and scholarly description of Pilipino. Increasingly, textbooks in the Philippines have utilized this knowledge in the teaching of language and reading. The AABC Language Arts Program also reflects these research findings. The *Tagalog Reference Grammar* by Paul Schachter and Fe Otanes has served as an invaluable reference in this respect.

Recent changes in the Pilipino language have been integrated into the program. For instance, changes in spelling directed by the Institute of National Language in the Philippines are observed. Foreign loan words that are now acceptable in modern Pilipino in their original spelling are used. The language used in the readers is based on the Manila dialect, now considered standard Pilipino.

The Pilipino Language Arts Program is an instructional program geared both to the immigrant Filipino child and to the American-born Filipino child who has learned to speak Pilipino at home. The program covers the four basic areas of language development: listening, speaking, reading, and writing, with emphasis placed on reading. It is carefully sequenced and contains a variety of activities. The program employs a comprehensive basal approach in which every attempt is made to intergrate the skills that a child needs for reading, comprehension, and critical and logical thought.

The pacing of the lessons is restrained to make allowances for the lack of Pilipino reinforcement in the child's English-dominant environment. The reading vocabulary, for example, is not comparable to that for the same grade level in the Philippines.

In this reading program, the children are given an opportunity to study more closely the various elements of the Pilipino language and learn how they can best use this information in reading. For instance, affixation, which plays a major role in word formation, is emphasized in the program as an aid to comprehension and decoding. The children are given examples which are used in meaningful contexts; from these examples, they are encouraged to formulate a generalization. This is in direct contrast to the traditional way of teaching grammar in which the children are given a rule to remember or memorize.

Reading for meaning and reading to encourage critical thought is emphasized throughout the program. New vocabulary is always introduced in context. Because Pilipino is written phonetically, the children should not have any difficulty decoding once they have acquired this skill; beyond this, it is important for them to know what a word means, and when and how it is used. New words, therefore, are presented not merely as a syllable-by-syllable decoding exercise, but always in meaningful situations, either with picture clues or in sentences. It is very important that the children be encouraged to participate actively in the discussion that accompanies the vocabulary presentation.

The readers in the program feature selections whose topics are drawn from the social studies core of the AABC's interdisciplinary curriculum. Each lesson also has an oral language activity related to the selection's topic. Oral language activities are designed to develop communicative competence in Pilipino, and to provide opportunities to use the language creatively.

NOTES TO THE TEACHER

Part One

The Level One Language Arts Program is designed for a half hour of instruction per day. The entire program covers approximately thirty weeks, with each kit spanning ten weeks of instruction.

The selections in the readers act as a springboard for the vocabulary, sentence structures, and grammatical content being focused upon in the accompanying lessons. For example:

If the child encounters the following in a selection:

words like *klase* or *klinika*

intensified adjectives like *magandang-maganda*

verbs like *maglaro* and *magluto*

sentences containing a verb-topic-locative phrase structure like *Pumunta si Kim sa tindahan.*

words like *bukas* and *handa*

Each kit contains the following:

STUDENT READER

The reader is a collection of eight to ten selections. The topics for the selections are linked to the social studies core curriculum of the AABC; thus the language arts and social studies components reinforce and enhance each other.

Initially, the selections are simple descriptions that introduce characters or establish settings. They progress to longer accounts in a variety of literary forms and genres: prose, poetry, fiction and non-fiction, and folklore. Most of the stories are set in America--the Filipino characters in the stories live in the United States. The reader reflects the multicultural nature of American society by including characters representative of various ethnic groups in the United States.

the accompanying lesson will teach, explain, or reinforce these corresponding concepts:

the initial consonant cluster *kl*

intensifying adjectives through repetition with the linker *na/-ng*

forming verbs by prefixing *mag* to root words

sentences may give the following information: what was done, who did it, and where it was done; the Pilipino sentence structure consists of a predicate followed by a topic

syllable stress distinguishes meaning, as in *bukas* (open) and *bukas* (tomorrow); one word may have more than one meaning, as in *handa* (to be ready; a party)

The language used in the readers is simple and conversational. The sentences follow the basic Pilipino sentence pattern *predicate + topic.* The inverted sentence form with *ay,* used in writing and formal speech, is not introduced until the last ten weeks of the program.

STUDENT WORKBOOK

A workbook provides each child with tasks focusing on phonic, structural, comprehension, and study skills as well as on vocabulary development and practice.

Some worksheets are integral to a lesson; others serve as reinforcement. These worksheets require direct teacher supervision and do not have written directions. The teacher gives the directions orally as indicated in the lesson. Study skills worksheets have written directions and are designed for the child's independent use.

TEACHER'S HANDBOOK

The handbook is divided into these sections:

1. Overview
2. Notes to the Teacher
3. Glossary of Linguistic Terms
4. Scope and Sequence Chart
5. Lessons
6. Reinforcement Games
7. Evaluative Test and Student Profile
8. Teacher Resource Materials

The *Overview* describes the philosophy and methodology of the language arts program. The *Notes to the Teacher* are designed to assist the teachers in the use of materials provided in the program. The *Glossary of Linguistic Terms* is provided for those who may be unfamiliar with the linguistic terminology used in this handbook. The *Scope and Sequence Chart* is a summary of the major performance objectives covered in a kit. The *Lessons* comprise the bulk of the Teacher's Handbook. With the exception of Lesson One, each lesson follows the same format and is introduced by a front page that surveys the lesson. The *Reinforcement Games* may be played to practice and review vocabulary. The *Evaluative Test and Student Profile* have been provided for teacher use in assessing student progress and ability. The *Teacher Resource Materials*--teaching pictures, flashcards, and songs--are found in the final section of the handbook. Page references for these materials are given in each lesson.

Each lesson has a front page which provides the following information:

Topic: A summary of the lesson's selection is given. In the Identity kit, the selections in the reader begin with Lesson Three. Lessons One and Two serve as review and prepare the children for the basal approach in reading instruction.

Skills to be developed: All the skills which are introduced or reinforced are listed under the following categories: work study skills (phonic analysis and other related skills), comprehension skills, vocabulary skills (language development and structural analysis), and study skills. In each category, the skills are usually labeled *review* or *introduce.*

Vocabulary: Words to be reviewed and introduced are listed.

Materials: Under the heading AABC, a list of the resources developed by AABC is given. The appropriate page references in either the Teacher's Handbook or the Student Workbook are indicated. Under the heading *Other* are visual aids, pictures, and other materials that a teacher is expected to provide.

Each lesson is divided into: *Preparation for Reading*, *Reading*, *Building Skills*, *Additional Activities*, and *Enrichment*. In a few lessons, a selection called *For Teacher Information* is also included. Part Two of these NOTES TO THE TEACHER is a more detailed discussion of the lessons.

Part Two

Below are suggestions and recommendations on instructional techniques for each of the four sections of a lesson discussed in Part One.

PREPARATION FOR READING

1. Presenting New Vocabulary

Several approaches may be used to introduce new vocabulary before the children read a selection. Each approach includes a discussion in which the children actively participate. The words should be introduced in meaningful contexts, since some of these words may not yet be in the children's oral vocabulary. The assumption must not be made that because the children can decode a word by syllable, they know what it means.

Modified language experience approach: A large part of the new vocabulary in the selections is introduced through this approach, in which the teacher initiates a discussion whose topic elicits the new vocabulary words from the children. This may be done by asking leading questions. For example:

Vocabulary Words: *pinsan, kapatid, nanay, tatay*

Ask the children: ***Ilan ang kapatid mo? Ano*** *ang ginagawa ng tatay at nanay ninyo sa bahay? May pinsan ka ba?* As the children offer information on the topic, write some of the sentences containing the vocabulary to be taught on the board in the form of a reading chart. Since you want only the children's reading vocabulary to appear on the chart, rephrase the children's responses if necessary. (Note: Use the children's own names in the sentences, and construct conversational sentences of the basic *predicate + topic* pattern.) Sample chart:

PINSAN ni Tom si Mary.
Isa ang KAPATID ko.
Nasa bahay ang NANAY ni Alex.
Si Mr. Cruz ang TATAY ni Peter.

If the children are not familiar with the vocabulary words introduced, a more direct approach may be used. You may explain the meaning of the word by giving its definition, or examples or synonyms of the word. After preparing the sentence chart on the board, read the sentences to the children or help them read the sentences themselves. Print the new vocabulary words on index cards and show them to the children, then ask them to locate the words in the sentences by framing or underlining them.

Reading by syllables: Several vocabulary words to be introduced contain four or five syllables. Such words can be decoded more easily through the following procedure:

Vocabulary word: *kaibigan*

Print each syllable of the word on an index card. Crop the cards so that when placed close together, they will form one word. Start a discussion on the topic of friends.

Then say: *Basahin natin ang salitang KAIBIGAN.* Display the first index card with *ka* on it and have the children read the syllable. Repeat with the other syllables, putting the cards next to each other so that the resulting arrangement looks like this: *ka i bi gan.* Put the cards cards close together and say: *Pag pinagtabi-tabi natin ang mga ito, ang salitang babasahin natin ay KAIBIGAN.* Have the children read the whole word. Write a sentence using the word on the board to establish context.

Using words in sentences: Advanced readers may be able to decode the vocabulary words without oral or visual reinforcement as suggested in the approaches above. If such is the case, print the words to be introduced on the board and have the children read them. Meaning should be established or reinforced by having the children use each word in a sentence, give synonyms, or explain or define the word. Depending on their abilities, ask some children to write their sentences on the board and ask others to locate and underline the vocabulary word. Names of people and places, as well as words borrowed from English that appear in the selection in their original spelling (for example, Chinatown, Filipino Center), should be introduced in this manner.

2. Review and Reinforcement of Vocabulary

Worksheets: Vocabulary reinforcement worksheets for each lesson are titled "Using the New Words," with the lesson number indicated. They require the children to read some words in sentences, trace other words, or answer questions. The object of the worksheets is to give the children additional practice in using the words and seeing them in meaningful contexts.

Games: A game to review and reinforce new and old vocabulary may be played. These games are found in the Reinforcement Games section.

3. Presenting or Reviewing Sounds or Structural Units

Consonant clusters and diphthongs: These are introduced in the Level One Program, usually in the Building Skills section following the reading. However, they are sometimes introduced before the reading activity to prepare the children for vocabulary words that begin or end with these sounds. Specific directions are given in the activities.

Structual units: These refer to affixes. Affixation plays a basic role in Pilipino word formation. Affixes in Pilipino carry meaning, and when added to root words, they signify a change in lexical denotation. They are generally introduced in the Building Skills section, but a few are presented before the reading activity.

Reading

1. Setting the Purpose for Reading

To stimulate the children's interest in the selection to be read, ask some questions or discuss a related topic, then direct the children to look for the selection title and page number on the Contents page. After they locate the selection, tell them to examine the illustrations and guess what the selection is about. Then say: *Babahin natin ang kuwento para malaman natin.*

2. Silent Reading

Because it is a vital skill to be developed, silent reading is emphasized in the program. Before giving each silent reading task, motivate the children by telling them to discover the events or other details in the selection; for example, *Basahin ang pahinang ito para malaman natin kung saan pumunta ang bata.* Follow each silent reading task with a list of questions to evaluate comprehension; if the children cannot answer satisfactorily, encourage them to reread the page silently. Some questions demand recall of details and location of information; others require inferring data, drawing conclusions, and applying information, thus fostering critical thinking in the children. Oral reading should be integrated by asking the children to locate and read sentences that answer certain questions.

3. Reading Follow-up

The follow-up activities suggested after each reading consist of tasks that further evaluate comprehension, ability to follow directions, and ability to think critically.

Building Skills

This section of the lesson consists of teacher-directed activities that develop reading skills: phonic analysis, structural analysis, language development, and comprehension and study skills. Writing and spelling exercises are also provided. Each activity builds upon and reinforces the others; thus it is important that the teacher attempt to carry out each one.

Additional Activities

This section contains activities that reinforce and develop skills in other areas, such as classifying words, punctuating, capitalizing letters, etc. Study skills worksheets are provided in some lessons. Assign these activities as additional work for fast readers and for children who need extra reinforcement.

Enrichment

To unify and extend the concepts learned in the lesson, related activities involving art, poetry, and music are suggested. In addition, each lesson contains an oral language activity designed to develop the child's communicative competence in Pilipino. Oral language activities consist of dramatizing stories; reciting poems; sharing personal experiences; and role playing simulated situations such as introducing a friend or asking for directions. Listening activities are also suggested. Select any number of activities that are best suited to your children's level and interests.

For Teacher Information

This addendum is given in some of the lessons and contains additional facts about the content or topic of a selection. Such information may be useful to both teacher and student.

SCOPE AND SEQUENCE CHART

	TOPIC OF STORY	WORD STUDY SKILLS		COMPREHENSION SKILLS	VOCABULARY SKILLS		STUDY SKILLS
	ANG PALIGID NATIN	*Phonic analysis*	*Other*		*Structural Analysis*	*Language Development*	
PHYSICAL NEEDS	11 ***Anong Pagkain ang Kailangan Nila?*** A boy needs special care in order to stay healthy (p. 1)	Introduce: cluster *pr*	writing words by syllable (vowels)	locating information relating story to experiences finding sentences that answer questions	Review: *mag* (verbs) Introduce: *um* (verbs) e.g., *kumain*	sentences with same meaning using *upang* duplicating words	alphabetizing Contents page finding titles quotation marks hyphen classifying words
	12 ***Mga Damit*** People select clothes on the basis of their activities. (p. 8)	Review: cluster *pr*	writing words by syllable (vowels)	recalling details locating information cause and effect drawing conclusions recognizing sequence using context clues	Review: *um* (verbs) *ma* (adj.) Introduce: *naka* (ajd.) e.g., *NAKAkapote*	synonyms duplicating words *loob* and *labas* describing what people are wearing	alphabetizing hyphen
	13 ***Mga Bahay sa Paligid*** Choice of housing depends on family needs, lifestyle and income. (p. 14)	Review: affricate /*ts*/ Introduce: cluster *tr*	writing words by syllable (consonants)	recalling details locating information inferring from written material summarizing information relating story to experiences	Review: *naka* (adj.) *mag* (verbs). *um* (verbs)	describing details in pictures *ito* and *iyon* multiple meanings in sentences sentences with same meaning	capital letters
	14 ***Ang Tren*** People have made tremendous progress in meeting their transportation needs. (p. 21)	Review: cluster *tr*	writing/spelling by syllable (consonants)	distinguishing between fact & fiction making inferences finding irrevelant sentences recognizing main idea	Review: *ma* (adj.) *um* (verbs)	ordinal numbers (1-5) using *wala* opposites multiple meanings in sentences	classifying words
INTELLECTUAL NEEDS	15 ***Ang mga Mata Natin*** People use their senses to obtain information about their environment. (p. 27)	Review: clusters *pr* & *tr*	writing/spelling by syllable (diphthongs)	recalling details making inferences locating words deriving information from picture clues	Introduce: perfective aspect of *mag* verbs	ordinal numbers (1-5) using *po* using *paano* words that tell who did what synonyms	puncuation marks
	16 ***Mga Bugtong*** People learn by different methods and from different sources. (p. 34)	Introduce: diphthong *oy* glottal stop	writing/spelling by syllable (diphthongs)	interpreting figurative language anticipating outcomes using context clues	Review: *naka* (adj.) perfective aspect of *mag* verbs	using *hindi*	
	17 ***Si Juan Tamad*** People learn by different methods and from different sources. (p. 41)	Review: diphthong *oy*	writing/spelling by syllable (CVC)	making inferences recognizing character traits recognizing sequence finding details recalling details	Review: *um* (verbs) perfective aspect of *mag* verbs	possessives words that tell who, what, where using *noong unang panahon*	
ENVIRONMENTAL NEEDS	18 ***Ang Kadena ng Pagkain*** Animals, people and the natural environment are interdependent. (p. 47)	Introduce: cluster *kr*	writing/spelling by syllable (CVC)	recalling details drawing conclusions cause and effect predicting outcomes making inferences		words that tell what kind syllable stress using *kung* possessives	
	19 ***Araw at Gabi*** Time and seasonal changes are influenced by the earth's movements. (p. 53)	Review: cluster *kr* glottal stop Introduce: cluster *br*	writing/spelling by syllable (CVC)	recalling details fact vs. fantasy locating information	Review: *um* (verbs)	intensification of adjectives number words (6-10)	classifying words
	20 ***Ano ang Mangyayari?*** Noise and other forms of pollution are harmful. (p. 60)	Review: clusters *kr* & *br*	writing/spelling by syllable (review)	interpreting sentences predicting outcomes cause and effect making inferences recognizing main idea	Review: all affixes learned	number words	finding titles

A GLOSSARY OF LINGUISTIC TERMS

The following glossary has been prepared for the teacher who may not be familiar with technical terms in linguistics. It is largely derived from the Tagalog Reference Grammar by Paul Schachter and Fe Otanes (Berkeley: University of California Press, 1972).

Tagalog, which belongs to the Malayo-Polynesian or Austronesian family of languages, was chosen as the basis of the Philippine national language in 1940. The term "Pilipino" was officially adopted to refer to the national language in 1959. Like any other lanugage, Tagalog has many dialectal variations which are not only regional in nature but are related to the social status and educational background of the speakers. The dialect of Manila is "now generally regarded as standard, in both pronunciation and grammar, by virtue of its prestige as the dialect of the capital and of its overwhelming numerical superiority" (Schachter and Otanes). Widely used by the media, Manila Tagalog has become the acceptable standard for Pilipino.

AFFIX *(Panlapi)* - A syllable or a group of syllables added to a word or a root word to modify its meaning or create a new word. In Pilipno, three kinds of affixes occur:

PREFIX *(Unlapi)* - An affix placed at the beginning of a root word.

Affix	+	Root Word	=	New Word
ma-	+	*laki*		*MAlaki*

INFIX *(Gitlapi)* - An affix placed within the body of a word.

Affix	+	Root Word	=	New Word
-um-	+	*sulat*		*sUMulat*

SUFFIX *(Hulapi)* - An affix placed at the end of a word.

Root Word	+	Affix	=	New Word
tinda		*-han*		*tindaHAN*

The following examples show how affixes modify or alter the meaning of a root word.

Root word:	*sama*	*KAsama*	("companion," noun)
		sUMama	("to go with," verb)
		samaHAN	("club or association," noun)
Root word:	*tayo*	*tUMayo*	("to stand up," verb)
		MAGtayo	("to build," verb)

ASPECT *(Aspekto)* - Pilipino verbs are inflected for aspect rather than tense. Aspect may be defined as the CHARACTERIZATION OF AN EVENT AS COMPLETED OR NOT COMPLETED, AND, IF NOT COMPLETED, AS BEGUN OR NOT BEGUN. All Pilipino verbs are inflectable for three aspects: perfective, imperfective, and contemplated. The perfective aspect characterizes an event as completed, the imperfective as not completed but begun, and the contemplated as not begun.

Perfective: *(Naganap)*	*NAGLUTO ang nanay.* *NAGLUTO na ang nanay.* *NAGLUTO ang nanay nang dumating ako.*
Imperfective: *(Nagaganap)*	*NAGLULUTO ang nanay araw-araw.* *NAGLULUTO ang nanay.* *NAGLULUTO ang nanay nang dumating ako.*

Contemplated: *MAGLULUTO ang nanay bukas.*
(Gaganapin)

In the Needs units, the perfective aspect of *mag* verbs is introduced. This is formed by changing *mag* to *nag*.

Verb	Perfective Aspect Form
magluto	NAG*luto*
mag-aral	NAG-*aral*

CLAUSES *(Sugnay)* - A part of a sentence that itself has essentially the same internal structure as a sentence. In Leson 18, conditional adverbial clauses using *kung* as a subordinating conjunction are presented.

A sentence containing an adverbial clause is called a complex sentence and consists of a main clause and an adverbial clause. The adverbial clause may occur either before or after the main clause.

Magkakapote ako KUNG UMUULAN SA LABAS.
KUNG UMUULAN SA LABAS, *magkakapote ako.*

If the adverbial clause precedes the main clause, it is usually followed by a pause in conversation; this is represented in writing by a comma.

CONSONANT CLUSTER *(Kambal-katinig, klaster)* - A sequence of two or more consonants occuring within a syllable, either initially or finally. In the Needs units, the following consonant clusters in Pilipino are introduced.

pr	PR*utas*
tr	TR*ak*
br	BR*aso*
kr	KR*us*

Initial consonant clusters in Pilipino whose second element is *l* or *r* are found only in words borrowed from other languages.

DIPHTHONG *(Diptonggo)* - A vowel followed by a glide consonant in the same syllable. Pilipino has two glides (or semi-vowels/*malapatinig*): /y/, /w/. One diphthong in final position is introduced in the Needs units:

oy *bab*OY

ENCLITIC PARTICLES *(Katagang pang-abay)* - A small but important class of words that occur in certain fixed word-order relations to other sentence elements. Enclitic particles generally occur after the first word of a sentence. Pilipino has some eighteen enclitic particles. In the Needs units, the following enclitics are introduced: *din/rin, po, pa.*

Pumunta RIN *si Luis sa liwasan.*
Nagpasyal DIN *si Mary.*
Ito PO *ang nasa larawan.*
Nagpunta PA *siya sa opisina.*

GLOTTAL STOP *(Tunog na paimpit)* - A consonant sound produced when the flow of air in the mouth cavity is blocked at the glottis. It is the sound heard at the end of the word *bata* (child). The glottal stop (introduced in Lesson 16) is a siginificant sound in Pilipino because it distinguishes some words from others. Note the examples below. The symbol /'/ is used to indicate the final glottal stop.

bata (child)	*bata'* (bathrobe)
Kuba (Cuba)	*kuba'* (hunchback)
sala (living room)	*sala'* (strain)

The glottal stop occurs at the beginning, in the middle, and at the end of words in Pilipino. Examples:

initial: */'aso/, /'anak/*
medial: */mag'aral/, /sa'an/*
final: */madagli'/, /puti'/*

If a word with a final glottal stop comes in the middle of a phrase or sentence, the glottal stop is omitted. Note that the final glottal stop in the word *madali* is omitted in the following.

Madali ba?
Madali kayo.
Madali ang eksamen.

In conventional spelling, no letter is used to represent the glottal stop. Traditionally, the Pilipino Balarila has prescribed accent marks such as ' *(malumi)*, and < *(maragsa)* to indicate the presence of the glottal stop at the end of words. The use of accent marks, however, is now optional. The glottal stop occuring in the middle of words is sometimes indicated in writing by a hyphen: *mag-aral, pag-asa, mag-anak.* IHe hyphen is also useful in distinguishing pairs of words such as the one below. Note that the first word has a medial glottal stop; the other does not.

mag-alis (to remove) *magalis* (full of sores)

PRONOUN *(Panghalip)* - A word that is used as a substitute for a noun or noun equivalent and refers to persons or things named. Pilipino has personal and demonstrative pronouns that occur in three different fomrs, each one indicating a particular set of sentence functions. These three forms are shown below. All the pronouns that can substitute for the underlined noun/noun phrase are listed. Personal pronouns are on the left and demonstrative pronouns on the right.

The *ANG* form - This may substitute for *ang* phrases in sentences and may occur as predicates or topics of sentences.

Pumunta ANG LALAKI *sa tindahan.*

AKO
KA
SIYA
TAYO
KAMI
KAYO
SILA

ITO
IYAN
IYON

The *ng* form - This may substitute for *ng* phrases and may occur as verb complements or possessive modifiers.

Binili NG TATAY *ang kotse.*

KO
MO
NIYA
NATIN
NAMIN
NINYO
NILA

NITO
NIYAN
NIYON/NOON

The *sa* form - This may subsitutue for *sa* phrases and may occur as verb complements and as possessive predicates or modifers:

Sumulat ang babae SA NANAY / SA MESA.

SA AKIN
SA IYO
SA KANIYA
SA ATIN
SA AMIN
SA INYO
SA KANILA

DITO
DIYAN
DOON

Ng and *sa* pronouns may occur as possessives. When used in this manner, the *ng* forms occur after the object possessed, while the *sa* forms occur with the linker *-ng* before the object. The *ng* forms are taught in Lessons 17 and 18. Examples:

Ng form	*Sa* form
ang libro KO	*ang* AKING *libro*
ang aso MO	*ang* IYONG *aso*
ang kotse NIYA	*ang KANIYANG kotse*

ROOT WORD (*Salitang-ugat*) - A base to which affixes are added (see AFFIX).

Root	Root with Affix
basa	*Bum*ASA
aral	ARAL*an*
luto	*taga*LUTO

UNIT 1

Physical Needs

YUNIT 1

Mga Pangangailangang Pangkatawan

Topic of story

The selection names the different kinds of food that children need in order to be healthy and strong, and introduces food as one of our physical needs. Hence, a discussion about food, its importance, its nutrients, etc., should be a resulting activity.

Skills to be developed

Word Study Skills

Phonic Analysis: Introduce consonant cluster *pr*

Other: Writing words by syllable

Comprehension Skills

Locating information; relating story to personal experience; finding sentences that answer questions

Vocabulary Skills

Language Development: Finding sentences that have the same meaning; using *upang;* duplicating words to form new words

Structural Analysis: Review *mag* prefix

Introduce *um* prefix

Study Skills

Alphabetizing; using the Contents page; finding titles; quotation marks; hyphen; classifying words

Vocabulary

Review *pagkain, dalawa, bata, magpunta*

Introduce *kailangan upang, lumusog, kumain, karne, gulay, araw-araw, uminom, gatas, itlog, kanin, tinapay, prutas, lumaki*

Materials

AABC:
1. Teaching pictures, "*pr* Words" (pp. 94-96)
2. Teaching pictures, "Foods" (pp. 97-102)
3. Sound/letter flashcards (Identity Kit, Level One)
4. Student Worksheets (in Student Workbook)

"*pr* Vocabulary" (p. 1)

"Using the New Words L11" (p. 2)

"Underline Sentences" (p. 3)

"*um* Vocabulary" (p. 4)

"Spelling I" (p. 5)

"Syllables III" (p. 6)

PREPARATION FOR READING

Introducing cluster *pr*

Say: *Pakinggan ang dalawang tunog na ito na kung minsan ay magkasama sa mga salita. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: pusa, palaka, pagong. Anong titik iyon? Write p on the board.*

Do the same for the *r* sound: *reyna, relo, regalo.* Write *r* next to *p*.

Identify the *pr cluster* as *kambal-katinig* and say: *Pakinggan natin ang ilang salitang nagsisimula sa dalawang tunog na ito.* Write *prutas* on the board, read it for the children and have them read it aloud as you show the teaching picture. Show the pictures of a prince and a princess and say the words *prinsipe* and *prinsesa*. Have the children repeat the words. Write the words *prinsipe* and *prinsesa* under *prutas*.

Read the list of words below. Have the children raise their hands whenever they hear a word that starts with *pr* and have them repeat the word.

pinsan, prinsipe, plato, pato, prito, presyo, plaka, reyna, prutas, pluma, prinsesa, preno, preymo

Student Workbook, Page 1. "*pr* Vocabulary": Have the children identify the picture on top and read the word *prutas*. Have them trace the word. For the next three rows, ask the children to say the word for each picture, helping them if necessary (Row 1: *prinsesa, hari, reyna;* Row 2: *multo, higante, prinsipe;* Row 3: *manibela ng kotse, bintana ng kotse, preno ng kotse*). They are to trace the letters *pr* and underline each picture whose name starts with that cluster.

For the bottom row, tell them to read the sentence on the left and to complete it by underlining the picture for the word that will complete the sentence.

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Show the teaching pictures for the following vocabulary words: *kanin, karne, gulay, gatas, itlog, tinapay, prutas.* Put them on the chalk ledge as you help the children identify the pictures. Have them think of one word to describe what all the pictures show *(pagkain)*. Write *Mga Pagkain* as a label at the top of the pictures.

Point to the word below each picture and help the children read it. Elicit the words in a discussion and prepare a story chart on the board. The chart may look like this:

Gusto ko ng gatas at itlog sa umaga.
May prutas kami sa bahay.
(etc).

Hold up a picture and ask the children to look for the word in the sentences written on the board and to frame them.

Introducing Vocabulary 2

Teach the work *kailangan* by writing each syllable of the word on an index card. Crop the cards so that when they are put together, they will form the word. Have the children read the word by syllable, putting each card in a chart pocket as they do it. Put the cards close together and have the whole word read. *(Note: Omit this process if the children can read the word by themselves.)*

Write some sentences on the board using the word *kailangan* and help the children read them. Examples:

Kailangan kong mag-aral sa bahay.
Kailangan ni Mary ng lapis.

Introducing Vocabulary 3

Elicit these words in a discussion: *upang, lumusog, kumain, araw-araw, uminom, lumaki.* The reading chart may look like this:

Kumain ng prutas araw-araw.
Uminom ng gatas upang lumusog at lumaki.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introduce these words as names of characters in the next selection: *Leni, Roger.* If necessary, use the names in sentences.

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Reviewing Vocabulary

Student Workbook , page 2. "Using the New Words L11": Have the question at the top read. Ask the children to find and underline the words *kailangan, lumusog* and *lumaki.* Ask them to trace the word *kailangan.*

Repeat the question and ask them to read the words below and look at the pictures. As they read a word to themselves, they are to draw a line from the word to the picture.

Ask the children to look at the pictures at the bottom and have them describe what is happening. Have them read and trace the words below the pictures.

To practice and reinforce vocabluary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Pass out the Needs reader. Direct the children's attention to the title of the book: *Ang Paligid Natin*. Introduce the words *paligid* and *natin* and teach their meanings. Have the children guess from the title what the stories will be about.

Turn to the title page (*pamagat-dahon*) and review the function of the title. Ask them to find the Contents page and have the words *Mga Kuwento* read. Review the function of the Contents page as they examine it. Let them locate the title of the first selection and the page number. Read the title with the children.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 1:

Humanap ng tanong sa pahinang ito.

Paano ninyo nalaman na tanong ito? Sino ang tinatanong?

Page 2-3:

Gusto ba ninyong kumain ng gulay? Anong mga gulay ang kinakain ninyo?

Anu-anong mga karne ang kinakain ninyo?

Saan nanggagaling ang karne?

Gusto rin ba ninyong uminom ng gatas? Ilang baso ng gatas ang iniinom ninyo sa isang araw?

Gusto ba ninyo ng itlog? Paano niluluto ng nanay ninyo ang itlog?

Saan nanggagaling ang gatas/ang itlog?

Pages 4-5:

Anu-anong mga prutas ang kinakain ninyo?

Kumakain ba kayo ng kanin/tinapay sa bahay?

Sa Amerika, ano ang kinakain ng karamihan sa umaga?

Ano ang sabi ng nanay? Basahin ang sinabi niya.

Paano ninyo nalaman na sinabi niya iyon?

Bakit mahalaga ang pagkain sa atin?

Reading Follow-up

Write the following sentences on the board and ask the children to read them:

Kailangan nilang kumain ng gulay.
Araw-araw, gusto niyang uminom ng gatas.
May prutas sa plato.
Upang lumusog, kumain ng itlog.

Inform the children that you are going to say a sentence that means the same or almost the same as one of the sentences you wrote on the board. Say this sentence: *Kailangan nilang kumain ng kamatis, kalabasa, pipino at litsugas.* Have the children find the sentence that means the same and have it read aloud. Discuss why the sentence most like it is *Kailangan nilang kumain ng gulay.* Continue with these sentences:

May mansanas, ubas, mangga at pakwan sa plato. (third sentence)

Kumain ng itlog upang hindi magkasakit. (last sentence)

Gusto niyang uminom ng gatas tuwing umaga. (second sentence)

Ask the children to read aloud sentences from the story that answer these questions:

Sa pahina 2, aling pangungusap ang nagsasabi kung ano ang gustong kainin ni Leni?

Sa pahina 3, aling pangungusap ang nagsasabi kung ano ang iniinom ni Roger?

Sa pahina 4, aling pangungusap ang nagsasabi kung ano ang kailangan nilang kainin?

Sa pahina 5, aling pangungusap ang sinabi ng nanay ni Roger?

Student Workbook, page 3. "Underline Sentences": Have the children read the two sentences in each box and underline the one that matches the picture.

BUILDING SKILLS

Introducing *um* infix

Review *mag* verbs by writing these on the board: *magbasa, magpunta, magsulat, maglakad*, etc. Have the children identify the *mag* affix. Recall that the addition of *mag* sometimes turns a word into an action word *(salitang pangkilos)*. Review also the root word of each verb.

Say: *Ngayon, pag-aaralan natin ang mga salitang pangkilos na walang dagdag na mag.* List these words on the board as shown:

kain	*laki*	*lusog*
kumain	*lumaki*	*lumusog*

Identify the first word *(kain)*. Ask the children to point out the affix that was added to the word *(um)* and where it is found (in the middle, between the first consonant and first vowel). Explain that the additon of *um* to a root word can turn the latter into an action word. Underline the root. Continue with the other examples, pointing out that the *um* is always inserted in the middle of the word.

Write *uminom* on the board and have a child underline the affix *um*. Differentiate it from the other examples by saying that this does not start with a consonant and thus we add *um* in front of the root word. Have the root circled.

List the words below on the board. Have the first word read *(magbasa)*. Ask a child to underline the root word and to read the word below it. Point out that the root word here is the same as the one on top, except that it has *um* attached to it instead of *mag*. Ask another child to underline the root word in *bumasa*. Continue with other examples.

magbasa *magsulat* *magpunta*
bumasa *sumulat* *pumunta*

Conclude by saying that some, but not all, root words can take either *mag* or *um* to change them into action words. Use each combination of verbs in sentences to illustrate similarity in meaning.

Student Workbook, page 4. "*um* Vocabulary": Ask the children to read the words on the left and to trace the um. Discuss the meaning of each word and have them match the word with the picture by drawing a line.

Using *úpang*

Write sentences with *kailangan* on the board, such as the ones below. Read the sentences with the children. Then ask: *Bakit natin kailangang kumain ng karne/mag-aral?* Have the children respond using *upang*.

Kailangang kumain ng karne upang lumusog.
Kailangang mag-aral upang matuto.

Orally, present phrases like *Kailangan nating magbasa upang....* Ask the children to complete the sentences by giving a reason. You may mention that *upang* means the same as *para*, the form most people use in conversation.

Duplicating Words

Write the words below on the board and have the children tell you the difference between the two. Ask if *araw* means the same as *araw-araw*.

araw *araw-araw*

Explain that words are sometimes repeated to form new words with different meanings. To illustrate, use these examples:

isa (one) *isa-isa* (one by one)
sabi (s/he said) *sabi-sabi* (hearsay)

Call their attention to the mark used to connect the words (hyphen/*gitling*). Tell them that a hyphen tells us that the two words make up one word with a new meaning.

Alphabetizing

Give the children an alphabetizing task similar to the ones given in the Identity units. This time, give a list of 15 words *(a-r)* and have the children arrange them alphabetically using the alphabet cards as a guide if necessary. A suggested list:

apat, bahay, kapatid, doon, eroplano, gatas, handa, isa, lima, malaki, naku, ngayon, oso, pinsan, relo

After the alphabetizing task, have all the words read in alphabetical order.

Spelling

Review writing words by syllable by asking children to come to the board to spell two-syllable words containing the CV (consonant-vowel) combination. Examples: mesa, lolo, tiyo, wika.

Student Workbook, page 5. "Spelling I": Direct the children to say the name of each picture and to write the missing vowels (point out the first word as an example).

ADDITIONAL ACTIVITIES

Classifying Words

Print the words below on index cards. Provide a chart pocket for the cards. Ask the children to read each word and have them decide which words should go together. After the task, have them label the groups or columns of words and give reason for the labels.

(food/*pagkain*)	(people/*tao*)	(numbers/*bilang*)
gulay	*tiyo*	*isa*
prutas	*pinsan*	*dalawa*
tinapay	*kapatid*	*tatlo*
kanin	*kaibigan*	*apat*
itlog	*nanay*	*lima*
gatas	*tatay*	

Study Skills Practice

Student Workbook, page 6. "Syllable III": Following the example shown at the top of the worksheet, have the children separate the syllables in each word by drawing a line, then write the number of syllables in the box.

ENRICHMENT

Poetry

Teach this verse to the children and discuss why these foods are "health and beauty" foods.

Ang gatas at itlog
Pagkaing pampalusog.
Ang saging at papaya
Pagkaing pampaganda.

Oral Language

Prepare mock restaurant menus for this activity. Have the children dramatize going to a restaurant, sitting at a table, and ordering food from a menu. Include Filipino dishes and words for vegetables, meat and fruit on the menu. If the children are not familiar with ordering meals in a restaurant, show them how to go about it. Assign different children to be the host/hostess, the waiter/waitress, and the customers.

Song

Teach the Filipino folk song "Bahay Kubo," calling attention to the names of the different vegetables.

Topic of story

In this selection, the different kinds of clothing children need to wear in different weather conditions are presented. Each page takes up one weather condition and asks the question "What does s/he need to wear outside?" The children are required to answer the question based on picture clues, information from the selection, and their own personal experiences.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *pr*

Other: Writing words by syllable

Comprehension Skills

Recalling details; locating information; relating story to peronal experience; recognizing cause and effect; drawing conclusions; recognizing sequence; using context clues

Vocabulary Skills

Language Development:	Synonyms; duplicating words to form new words; *loob* and *labas;* describing what people are wearing
Structural Analysis:	Review *um* infix; *ma* prefix Introduce *naka* prefix to form words describing what people are wearing

Study Skills

Alphabetizing; hyphen

Vocabulary

Review *kailangan, upang maglakad, Anne*

Introduce *maulan, loob, labas, damit, malamig, panahon, mainit, diyaket, kapote, isno, taong isno, gumawa*

Materials

AABC:
1. Teaching pictures, "Jacket and Raincoat" (p. 103)
2. Sound/letter flashcards (Identity kit, Level One)
3. Song, "Mga Suot ng Bata"(pp. 104-105)
4. Student Worksheets (in Student Workbook):

    "Using the New Words L12" (p. 7)

    "Sequencing" (p. 8)

    "*naka* Vocabulary" (p. 9)

    "Spelling II" (P. 10)

    "Alphabetizing I" (p. 11)

Other: pictures showing different weather conditions

clothing catalogs

index cards with vocabulary words

PREPARATION FOR READING

Reviewing cluster *pr*

Write these words on the board: *prutas, preno, prinsesa.* Read the words to the children and ask what two sounds they hear at the beginning of the words. Call on some children to underline the initial consonant cluster pr in the words.

Ask the children to say these words after you: *prinsipe, prito, premyo, prinsesa, presyo.*

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Prepare a set of pictures (from magazines or other sources) that depict these scenes: rain, a hot summer day, a cold day, snow, children building a snowman. Use these pictures to stimulate a discussion about weather. Mention the following vocabulary words: *maulan, mainit, isno, malamig, panahon, taong isno, loob, labas.*

As the pictures are identified or described in the discussion, list the vocabulary words on the board. Use them in sentences and compose a chart story. Alternatively, you might put the pictures on the chalk ledge and write a sentence describing each picture above it. Examples:

Puti ang taong isno.

Mainit sa labas.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

As you discuss what articles of clothing to wear in what kind of weather, show the following teaching pictures when these words come up: *diyaket, kapote.* Talk about these two articles of clothing and their use. Write the word damit on the board and read it with the children. Write the words *diyaket* and *kapote* and have them read.

Compose sentences using those words. Examples:

Kailangan natin ng damit.
May diyaket si John.
May pulang kapote ako.

Reviewing *um* infix

Ask the children to read the following words: *bumasa, sumulat, uminom.* Recall that the *um* inserted in the middle of a root word (between the first consonant and first vowel) turns the latter into an action word *(salitang pangkilos).* Have the children pantomime the action that the verbs express. Ask different children to locate the roots and the affix *um* in the verbs.

Have the children match the roots with the affixed verbs in the following words by drawing a line:

lakad
punta
basa
inom
sulat

pumunta
uminom
lumakad
sumulat
bumasa

Introduce the verb *gumawa* as another *um* verb. After the children identify the root and the affix, write a sentence using the word to reinforce meaning. Example: *Gumawa si Ben ng taong isno.*

Reviewing Vocabulary

Student Workbook, page 7. "Using the New Words L 12": The page is divided into two parts. On the left side, ask the children to read the phrase Ang *panahon* at the top, and to trace the word *panahon.* Call their attention to the windows on the left and the different weather conditions they show. Have the children match each window with the word that describes the weather.

On the right side of the page, ask the children to read the sentence at the top, underline damit in the sentence, and trace the word below it. Do the same for the other sentence.

The last task on the worksheet requires them to read the direction and to draw a snowman. Or, they may cut the snowman out of construction paper and paste the parts on the outline given.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Ask the children if they wear the same kinds of clothing throughout the year. From the variety of answers that they give, have them describe the different kinds of clothing they wear.

Have them locate the story title *Mga Damit* and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 6-7:

Ano ang gustong gawin ni Rosa?

Kumusta ang panahon?

Sagutin ang tanong sa pahina 6. Ano ang kailangan ni Rosa?

Bakit natin kailangan ng naiibang damit sa ulan?

Tungkol kanino ang nabasa ninyo sa pahina 7?

Bakit kailangan ni Ben ang damit na ito? Ano pa ang kailangan niya?

Ano ang mangyayari kung hindi kayo magsusuot ng diyaket pag malamig ang panahon?

Pages 8-9:

Ano ang sinabi ni Anne? Hanapin ang mga salitang sinabi niya.

Kailangan ba niya ng diyaket/kapote? Bakit hindi?

Anong mga damit ang dapat niyang isuot?

Ano ang gustong gawin ni Luis sa labas?

Anong mga damit ang kailangan ni Luis sa isno?

Page 10:

Gusto ba ninyong maglaro pag mainit ang panahon? Anu-ano ang gusto ninyong gawin?

Anong mga damit ang kailangan ninyo?

Reading Follow-up

Write these sentences on the board: *Malamig sa labas. May diyaket si Ben.* Ask the children why Ben has a jacket. Tell them to use the word *kasi*. Direct the children to notice that the second sentence tells us what Ben did (effect/*kung ano ang nangyari o bunga*), while the first sentence tells why (cause/*dahilan o sanhi*). Use the additional examples to allow the children to determine cause-and-effect relationships.

May isno sa labas ng bahay.
Gumawa si Luis ng taong isno.

Gustong maglaro ni Rosa.
Pumunta siya sa bahay ni Kim.

Write the phrases that are italicized in the sentences below on the board. Read each phrase aloud with the children. Ask them to locate sentences that contain the phrases according to these directions:

Sa pahina 6, aling pangungusap ang may mga salitang SA LOOB NG BAHAY?

Sa pahina 7, aling pangungusap ang may mga salitang SA LABAS NG BAHAY?

Sa pahina 8, aling pangungusap ang may mga salitang ISANG ARAW?

Sa pahina 9, aling pangungusap ang may mga salitang NG TAONG ISNO?

Student Workbook, page 8. "Sequencing": Have the children look at the pictures. Inform them that the pictures tell a story. Ask them to read each sentence below and to match it with one of the pictures by writing the corresponding number in the box. When they finish, have the sentences read aloud in correct sequence.

BUILDING SKILLS

Reviewing *ma* prefix

Write these words on the board: *malaki, maliit, mainit, malamig, maulan.* Tell the children that all these words start with the same syllable. Ask the children to read each word, calling on a child to underline the *ma* prefix.

Restate the fact that, sometimes, adding *ma* to root words turns the latter into words that describe (or tell about) people, things, conditions, etc. (*salitang naglalarawan o nagsasabi tungkol sa ...*). Use the words in sentences to illustrate this.

Inform the children that not all words that describe take a *ma* affix. Cite examples like *payat, pangit, tamad,* etc.

Introducing *naka* prefix

Ask the children what they are wearing. Encourage them to use *naka* in their responses. Example:

T: *Ano ang suot ni Joe?*
S: *Nakapantalon siya.*

Write the sentences below on the board and have them read, calling attention to the prefix *naka* attached to the two vocabulary words *diyaket* and *kapote*.

Nakadiyaket si Ben.
Nakakapote si Rosa.

Direct the children to generalize that when *naka* is added to a word for an article of clothing, the new word describes or tells about what a person is wearing. If they are not able to form this generalization by themselves, explain it.

Student Workbook, page 9. "*naka* Vocabulary": Ask the children to read each sentence, trace the affix *naka*, and match the picture that goes with the sentence by drawing a line. In the first two sentences, the words for the articles of clothing are written out since they have been introduced. In the last three sentences, pictures are used for the word. Help the children identify them when they read the sentences: *sombrero, botas, T-shirt/kamiseta.*

Loob and *labas*

Inform the children that you will be writing some directions on the board. Write these one at a time.

Pumunta ka sa labas.
Magbasa ka dito sa loob.
Maglakad ka sa labas.
Magsulat ka dito sa loob.

Call on a child to read the first sentence. Ask: *Magagawa mo ba ang sinasabing gawin ng mga salitang iyon? Saan ka pupunta? Aling mga salita ang nagsasabi sa iyo kung saan ka pupunta?* Have the children underline the phrase *sa labas*, then have him/her do what the sentence says. Continue with the other sentences.

Synonyms

Review these words and their synonyms (*mga salitang magkapareho ang ibig sabihin*):

pamilya	*mag-anak*
paaralan	*eskuwelahan*
tatay	*ama*
nanay	*ina*

Explain that there are words in the story they just read that have synonyms. Write these on the board: *malamig, mainit.* Teach the synonyms *maginaw and maalinsangan/maaraw* and use them orally in sentences.

Alphabetizing

Provide the children with an alphabetizing task. This time, have them do it from *a* to *y*. The words below should be arranged alphabetically first. Put these together with the other words used in alphabetizing tasks in previous lessons and have all the words alphabetized. Then ask the childen to read the words in alphabetical order.

sabi, tao, upang, wika, yoyo

Spelling

Student Workbook, Page 10. "Spelling II": Direct the children to say the name of the picture and to write the missing vowels.

KEY: *bato, pusa, lima, pato, tela, baka, kuko, nganga*

ADDITIONAL ACTIVITIES

Punctuation marks (hyphen)

Review the use of the hyphen (*gitling*) by writing some examples on the board:

isa *isa-isa*
araw *araw-araw*

Ask the children to identify and to point to the hyphen. Recall its use in the above examples: It is used in Pilipino when we repeat words to make up new words with new meanings. Discuss the meaning of the hyphenated words.

Using context clues

Write these sentences on the board one by one:

Gustong maglaro ni Rosa sa simbahan liwasan'

Gustong pumunta ni Rosa sa bahay ni Kim upang maglaro maglakad'

Malamig ang panahon at naka diyaket kapote si Luis.

May taong isno sa loob labas ng bahay.

Gusto kong kumain gumawa ng taong isno.

Read the first sentence with the children. Then ask: *Aling salita ang dapat nating ilagay sa patlang?* Read the sentence using the first word and ask: *Tama bang pakinggan ang pangungusap?* Then read the sentence using the second word and ask if the sentence sounds right. Continue with the other sentences.

Study Skills Practice

Student Workbook, Page 11. "Alphabetizing I": Ask the children to underline the first letter of the words in each row. Then have them rewrite the words in the boxes in alphabetical order. An example has been provided.

ENRICHMENT

Song

Teach the song "Mga Suot ng Bata" (page 104).

Oral Language

Conduct a discussion on what clothes people wear for different activities and/or occupations. Clothing catalogs and other magazines are good sources of visual materials for this discussion. Have the children make a list of clothes we need for swimming, for working, for sports, for school, etc. Talk about why we have to wear special clothes for each activity in terms of function, practicality, need, etc.

Topic of story

Tony's father takes their family for a drive around the neighborhood. Along the way, Tony notices the many different kinds of homes in his neighborhood. Various architectural styles and the reasons behind this variety may be discussed after reading the story.

Skills to be developed

Word Study Skills

Phonic Analysis: Review affricate */ts/*

Introduce consonant cluster *tr*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; locating information; relating story to personal experience; making inferences; inferring from written material; summarizing information

Vocabulary Skills

Language Development: Observing and describing details in pictures; *ito* and *iyon;* multiple meanings in a sentence; finding sentences that mean the same

Structural Analysis: Review *naka* prefix; *mag* and *um* verbs

Study Skills

Alphabetizing; capital letters

Vocabulary

Reivew *pamilya, pumunta, marami, tatlo, kapatid, puti, pula, itim, diyaket, bahay*

Introduce *magpasyal, sine, makikita, kotse, paligid, gusali, apartment, iyon, nakatira*

Materials

AABC:
1. Teaching picture, "Neighborhood"(p. 106)
2. Teaching pictures, "*tr* Words" (pp. 107-109)
3. Student Worksheets (in Student Workbook)
    - "Using the New Words L13 (p. 12)
    - "Relevant Sentences" (p. 13)
    - "*tr* Vocabulary" (p. 14)
    - "Spelling III" (p. 15)
    - "Alphabetizing II" (p. 16)

Other: index cards with vocabulary words

pictures of different kinds and styles of houses

PREPARATION FOR READING

Reviewing *naka* prefix

Talk about what the children are wearing, using naka in the descriptions. Say: *Tingnan natin kung maisusulat natin ang mga sinabi natin.*

Write some of the descriptions that are given on the board. Examples:

Nakasuweter si Ana.
Nakasapatos ni itim si John.
Nakapantalon si Alex.

Ask the children to point out what the sentences have in common (they describe what people have on; they all start with *naka;* it is attached to the words for articles of clothing). Have the children read each description, pointing to the word as they read it. Encourage them to express the idea that with the prefix *naka,* the new word describes what the person is wearing.

Reviewing */ts/*

Use the teaching pictures provided in Lesson 8 (Identity units) if necessary. Or write these words on the board: *tsa, tsok, tsinelas.*

Ask the children if they remember what sound those three words start with and the letters represent that sound. Call on some children to underline the digraph *ts* in the words. Remind them that these two letters represent one sound.

Say *kotse.* Have children come to the board and write it. Then write this sentence on the board: *May kotse ang pamilya ko.* Ask a child to find the word *kotse* and underline it, calling attention to the sound */ts/* in the word.

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Inquire if the children know the word *magpasyal.* If they don't, teach the meaning: to take a walk, to go on a leisurely drive. Write this on the board and have the children read it: *Tayo nang magpasyal.*

Say: *Kung kayo'y magpapasyal sa paligid, ano kaya ang makikita ninyo?* Show the teaching picture, "Neighborhood." Have the children identify some of the things in the picture. As these words come up, point to the corresponding details in the teaching picture: *sine, gusali, paligid, apartment.*

Make a list of the words they have mentioned. Then compose a story chart which may look something like this:

Maraming gusali sa paligid.

May mga bahay at mga apartment.

Maraming kotse.

May sine.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Elicit these words in a discussion: *nakatira, iyon, makikita*. Compose a story chart similar to this:

Nakatira si John sa bahay na malaki.

Nakatira si Ana sa Jones St.

Bahay iyon ni Mary.

Marami akong makikita sa paligid.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introduce the name *Tony* as a character in the next selection.

Reviewing Vocabulary

Student Workbook, page 12, "Using the New Words L13": Ask the children to read aloud the sentence at the top. Tell them to look at the picture and examine the details. Have them read the phrase *Makikita ko ang* and the words below it. They are to trace the word *kotse, gusali* and *sine* and to draw a line from the word to the corresponding detail in the picture.

On the lower half of the page, the children should read each sentence and underline the word that completes it and fits the context.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Discuss the different kinds of houses in the children's neighborhood. Ask them to describe the houses in terms of color, size, style, age, etc.

Say: *Ngayon, babasa tayo tungkol kay Tony. Tingnan natin kung ano ang makikita niya sa kanilang paligid.* Ask the children to locate the story title *Mga Bahay sa Paligid* and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 11:

Nagpapasyal din ba ang mga pamilya ninyo?

Saan kayo nagpupunta?

Ano ang nararamdaman ni Tony? Ano ang sabi niya?

Pages 12-13:

Anong klaseng kotse ang kina Tony?

Ilan ang kapatid niya?

Kumusta ang panahon sa labas? Paano ninyo nalaman?

Bakit iba-iba ang mga bahay?

Ano ang mangyayari kung pare-pareho ang mga bahay?

Anong klaseng bahay ang inyo?

Pages 14-15:

Ano ang apartment? Ano ang pagkakaiba nito sa bahay?

Paano pumapanhik at bumababa ang mga tao sa gusaling ito?

Bakit tumitira ang mga tao sa apartment?

Sabihin ninyo ang lahat ng nakita ni Tony papunta sa sine.

Magsabi kayo ng ilang bagay tungkol sa mga gusali sa inyong paligid.

Reading Follow-up

Write this sentence on the board and have it read: *Nakita ni Luis at ng tatay niya ang mga bahay at mga apartment.* Show that this sentence contains four ideas by asking the following:

Sinasabi ba ng pangungusap na ito na nakita ni Tony ang mga bahay?

Sinasabi ba nito na nakita ng tatay ni Tony ang mga bahay?

Nakita rin ba ni Tony ang mga apartment?

Nakita rin ba ito ng tatay ni Tony?

As the children respond, write the sentences below under the long sentence. Have the sentences read. Ask if the first long sentence sounds better than the four short ones and if it expresses all four ideas.

Nakita ni Tony ang mga bahay.

Nakita ng tatay niya ang mga bahay.

Nakita ni Tony ang mga apartment.

Nakita ng tatay niya ang mga apartment.

Student Workbook, page 13. "Relevant Sentences": Call attention to the unfinished picture at the top and tell the children that after finishing the worksheet, they can draw a picture. Ask them to read the title and each sentence below. They are to underline all the sentences that are relevant to the story. Warn them that some of the sentences do not belong to the story and are about something else. Let them draw a picture of what Tony saw in his neighborhood when they finish.

BUILDING SKILLS

Introducing cluster *tr*

Say: *Pakinggan natin ang dalawang tunog na kung minsan ay magkasama sa mga salita. Ang unang tunog ay kagaya ng tunog sa simula ng mga salitang ito: tatay, tindahan, tayo. Anong titik iyon?* Write *t* on the board.

Do the same for the *r* sound: *riles, radyo, repolyo.* Write *r* next to *t*. Point to the *tr* cluster and say: *Pakinggan natin ang ilang salitang nagsisimula sa kambal-katinig na ito.*

Write *tren* on the board, read it with the children, and show the teaching picture that goes with the word. Show the pictures of a truck and a throne and say the words *trak* and *trono*. Have the children repeat the words and point out where the cluster *tr* is located (at the beginning). Write the words *trak* and *trono* under *tren*.

Read the list of words below. Have the children raise their hands or clap whenever they hear a word that starts with *tr* and have them repeat the word.

tao, trapo, tono, trono, trato, reto, trese, tren, tubo, tropa, trumpeta, treinta

Student Workbook, page 14. "*tr* Vocabulary": Have the children identify the picture at the top and read the word *tren*. For the next three rows, ask the children to say the word for each picture, helping them say the words if they don't know how (Row 1: *tao, trono, tasa;* Row 2: *trumpeta, gitara, klarinete:* Row 3: *bilog, kuwadrado, trianggulo*). Have them trace the letters *tr* and circle each picture whose name starts with that cluster.

For the bottom row, ask the children to read the sentence on the left, and to complete it by underlining the picture that will complete the sentence.

Reviewing *mag* and *um* verbs

Print these words on index cards: *magbasa, maglakad, magpunta, maglaro, mag-aral, maglinis, magluto, magsulat, magpasyal, pumunta, sumulat, bumasa, gumawa, kumain, uminom, lumusog, lumaki.*

Mix the cards up. Call on a child to read a word and have him/her or another child pantomime the action. When all the words are read, have them group the verbs according to their affix. Conclude by stating that all these words are action words (*salitang pangkilos*).

Ito and *iyon*

Write these sentences on the board: *Tren ito. Trak iyon.* Have the picture of the train close to you. Put the picture of the truck far from you and the children.

Say this sentence while pointing to the train: *Nasaan ang larawan ng tren? Narito, sa tabi ko. Tren ito.* Say this sentence while pointing to the truck: *Nasaan ang larawan ng trak? Naroon, malayo sa akin. . Trak iyon.*

If desired, use other teaching pictures to illustrate this difference in usage. Call on some children to use the words *ito* and *iyon* while pointing to objects close to them and far from them. In discussing when *ito* and *iyon* are used, lead them to generalize that the distance of the objects from the speaker is the differentiating factor.

The other demonstrative pronoun *iyan* may also be included in the discussion. *Iyan* is used when the object is far from the speaker but close to the listener.

Capitalizing

Write these words on the board as shown below:

Rosa
Nina
Hiro
Anne
Luis

Hong Kong
Pilipinas
Hapon
Amerika

Pilipino
Ingles
Intsik

Call on several children to find and underline the capital letters. Recall the use of capital letters in proper names. Establish the fact that we capitalize not only first letters of people's names but also names of places and languages.

To conclude, these sentences may be written on the board. Call on children to change the lower case letters to capitals.

Nakatira tayo sa amerika.

Si anne ang kaibigan ni kim.

Taga-hapon si hiro.

Sa paaralan, ingles ang wika.

Ito ang eroplanong papunta sa pilipinas.

Spelling

Student Workbook, page 15. "Spelling III": Direct the children to identify each picture and to write the missing consonants.

KEY: *bata, keso, daga, loro*
susi, lola, pusa, yelo

ADDITIONAL ACTIVITIES

Inferring Information

Duplicate the worksheet below for the children.

1. *Isang araw, nasa labas ng bahay si Tony.*
Nakadiyaket siya.

Mainit sa labas.
Malamig sa labas.

2. *Nakita ni Tony ang gusaling may mga apartment.*
"Naku," sabi niya, "maraming tao ang nakatira doon."

Malaki ang gusali.
Maliit ang gusali.

3. *"Magsulat tayo," sabi ni Ben.*
"Magbasa tayo," sabi ni Luis.

Gusto nilang magpasyal.
Gusto nilang mag-aral.

In the first box, ask the children to read the first two sentences. Below these, call their attention to the two sentences, one of which describes the weather outside. Ask them to underline the sentence that belongs with the first two. If they have difficulty inferring, point out that the word ***nakadiyaket*** gives us a clue. Continue with the other boxes in this fashion. In the second, the words ***maraming tao ang nakatira doon*** provide the clue; in the third, the verbs provide the clue.

Study Skills Practice

Student Workbook, page 16. "Alphabetizing II": Ask the children to underline the first letter of the words in each row. Then have them rewrite the words in the boxes in alphabetical order. An example has been provided.

ENRICHMENT

Poetry

Read the poem below once to the children. Define words they may not be familiar with: *bubong, durungawan.* Show a picture of a nipa hut and discuss the house as shelter. Be sure to point out that while many poeple in the Philippines now build homes of wood or concrete, the nipa house can still be found in rural areas. Have the children recite the poem.

Ang Bahay Kubo ni Lola't ni Lolo

Ang bahay kubo

ni lola't ni lolo

kilalang-kilala

ng lahat ng tao.

May bubong, may pintuan

at mga bintanang durungawan.

Sa harapan may mga halaman

at bulakalak na naggagandahan.

Tayo nang pumunta

at nang ating makita

ang bahay kubo

ni lola't ni lolo.

Oral Language

Help the children dramatize a situation involving asking for and giving directions on how to find somebody's house. Using desks or chairs, different "landmarks" may be set up inside the classroom. Names of streets should be agreed upon. Houses may be marked with tagboard strips on which you have written the children's names.

Provide dialog such as the sentences below to stimulate the dramatization.

Paano ako pupunta sa bahay ni Mary?
Saan ka nakatira? Saan nakatira si Jess?
Dumiretso ka sa kalyeng ito. Pagkatapos, kumaliwa/kumanan ka sa ikalawang kanto.
Ang bahay sa tapat/harapan ng Fire Department ang bahay namin.
Nasa tabi ng eskuwelahan ang bahay ni Mary.

The children may walk the directions through or pretend they're driving a vehicle as they look for a house.

UNIT 2

Emotional Needs

YUNIT 2

Mga Pangangailangang Pandamdamin

Topic of story

This article presents a minuscule history of trains. The children are asked to compare and contrast three different models and point out the improvements that were made. The article is also used to illustrate the difference between fact and fiction.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *tr*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; locating information; distinguishing between fact and fiction; making inferences; finding irrelevant sentences; recognizing the main idea

Vocabulary Skills

Language Development: Ordinal numbers (1-5); using *wala;* multiple meanings in a sentence; opposites

Structural Analysis: Review *ma* adjectives; *um* verbs

Study Skills

Classifying words

Vocabulary

Review *loob, bago, ngayon*

Introduce *tren*, mabilis, mahaba, una, hila-hila, kabayo, wala, makina, sumakay, din,* ordinal numbers (*ika* from, 1-5)

*Introduced in a structural analysis activity

Materials

AABC: 1. Teaching picture, "Kalesa" (p. 110)

2. Student Worksheets (in Student Workbook)

"Using the New Words L14" (p. 17)

"Understanding Sentences" (p. 18)

"Root Words" (p. 19)

"Spelling IV" (p. 20)

"Boats and Trains" (p. 21)

"Cars and Airplanes" (p. 22)

Other: index cards with vocabulary words

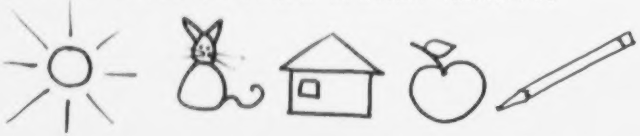
magazines containing pictures of transportation modes

PREPARATION FOR READING

Introducing ordinal numbers

Review number words by showing the number cards (1-5) used in Lesson 5 (Identity units).

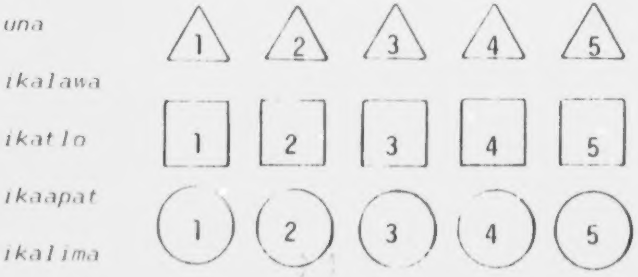
Draw a sequence of figures on the board such as the ones below to teach ordinal numbers.



Say: *Ito ang isang hanay ng mga larawan. Tingnan natin kung anu-ano ang mga larawan. Ang una ay araw; ang ikalawa ay pusa; ang ikatlo ay bahay; ang ikaapat ay mansanas; ang ikalima ay lapis.* Point to each figure as you name them from left to right. Ask the children to repeat the sentences after you.

Name the figures in sequence again, this time writing the words *una, ikalawa, ikatlo, ikaapat,* and *ikalima* under the pictures. Run your finger under the words as you have the children read the ordinal numbers with you. Let them observe that except for *una,* all the other words start with *ika.*

Write the ordinal numbers in a column. Beside the list, draw groups of figures or shapes as shown below:



Give this direction: *Pipili ako ng isang trianggulo at ituturo ko ang salitang magsasabi sa inyo kung aling trianggulo ang pinili ko.* (Point to the word *ikalawa.*) *Lagyan ng X ang trianggulong pinili ko.* Call on a child to perform the task. Continue with the other shapes until all have been identified.

Reviewing cluster *tr*

Write these two words on the board: *tren, trak.* Read the words to the children and ask them to identify the initial consonant cluster (*kambal-katinig*). Call on some children to underline the cluster *tr* in the words.

Give the children the following riddles and tell them that the answers are words that start with the cluster *tr.*

Para sa mga hari at reyna ang silyang ito. (TRONO)

Ginagamit natin itong pampunas sa maruruming mesa at silya. (TRAPO)

Sinasakyan ito ng mga tao; mahaba ito at mabilis tumakbo sa riles. (TREN)

Ito'y instrumento ng musika; hinihipan upang tumunog. (TRUMPETA)

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below you may use the method described in Notes to the Teacher to introduce vocabulary.

Introducing Vocabulary 1

Elicit these two adjectives in a discussion: *mabilis, mahaba.* Compose a story chart similar to this one and call on some children to underline the words *mabilis* and *mahaba*.

Mabilis ang trak.
Mahaba ang tren.

Recall the *ma* adjectives that were taken up in previous lessons: *maliit, malaki, mainit, malamig, maulan.* Restate the fact that sometimes, when *ma* is added to root words, the new words are used to tell about or describe objects, places, people or conditions.

Introducing Vocabulary 2

Show the teaching picture of a *kalesa.* Identify it and explain that this vehicle is still used in some parts of the Philippines. Elicit these words in the discussion of the picture: *kabayo, makina* (engine), *hila-hila, din, wala.* Write the information that the children offer on the board. It may look like this:

Walang makina ang kalesa.
Hila-hila ito ng kabayo.
May mga kabayo din dito sa Amerika.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in sentences by framing them. Call attention to the hyphen in *hila-hila.*

Point out that *din* means the same as *rin.* (Note: *DIN/RIN belong to a class of words called ENCLITIC PARTICLES or ENCLITIC ADVERBS--see Glossary of Linguistic Terms. In conversation, speakers often use DIN and RIN in free alternation: the use of DIN after words ending in consonants, and RIN after words in vowels is preferred and prescribed in writing.*)

Introducing Vocabulary 3/Reviewing *um* verbs

Write examples of *um* verbs on the board and use them in sentences, either orally or written on the board.

Present *sumakay,* an *um* verb, and write the sentences below on the board. Have the root and the affix identified and underlined.

Sumakay sila sa tren.
Sumakay sina Kim sa eroplano.

Reviewing Vocabulary

Student Workbook, page 17. "Using the New Words L14": Ask the children to identify the picture at the top and to read the three sentences. Ask them to underline the words *mahaba* and *mabilis* in the sentences and to trace the words below.

On the lower half of the page, have them identify the vehicle on the left. Ask them to read the questions beside the picture and to answer them by drawing a circle around the correct answer. Have them locate and underline the words *makina, kabayo, din.*

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Say: *Ngayon, babasa tayo ng kuwento tungkol sa mga tren.* Talk about the children's experiences with trains and how it might feel to ride in a train.

Ask them to look for the story title *Ang Tren* and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Page 16:

Ano ang sinasabi sa atin ng pahinang ito tungkol sa treng ito?

Kung ang mga kotse ay sa karsada dumadaan, saan dumadaan ang tren?

Page 17:

Ano ang pagkakatulad ng treng ito sa mga tren natin ngayon? Ano ang pagkakaiba?

Gaano kabilis kaya ang treng ito?

Bakit kaya naisip ng mga taong gamitin ang kabayo sa paghila ng treng ito sa mga riles? (It was easier for the horse to pull the car on rails than on rough road.)

Pages 18-19:

Ano ang pagkakaiba ng treng ito sa unang tren? Ano ang pagkakaiba sa mga tren natin ngayon?

Ano ang nagpapatakbo sa treng ito? (SINGAW)

Ito ba ay isang pagpapabuti sa naunang tren? Bakit?

Ano ang nagpapatakbo sa mga bagong tren? (ELEKTRISIDAD O KORYENTE)

Tungkol sa ano ang kuwentong ito--mga bagay na totoo o nalikha ng isip?

Mayroon bang gustong ituro sa inyo ang sumulat ng kuwentong ito? Ano iyon?

Reading Follow-up

Ask the following questions to help the children distinguish fiction and non-fiction:

Ano ang pagkakaiba ng kuwentong ito sa ibang mga kuwentong nabasa na natin?

May mga tauhan ba ang kuwentong ito?

May natutuhan ba kayo sa kuwentong ito?

Write the following sentences on the board and say: *Kung aalisin natin ang isang pangungusap, ang mga ibang pangungusap ay makakabuo ng isang kuwento. Hanapin ang pangungusap na hindi dapat kasali dito.*

Sumakay si Leni sa tren.
Kasama niya ang pamilya niya.
Malaki ang eroplano.
Mabilis ang tren.
Gusto nilang sumakay sa tren.

Erase the sentence after the children locate it. Have the other senteces read and ask the children to suggest a good title for the story. Write it at the top.

Student Workbook, page 18. "Understanding Sentences": Instruct the children to read the two sentences in each row and to underline a word below that will complete the second sentence. Then, they are to complete the picture by providing the illustration for the second sentence.

BUILDING SKILLS

Multiple ideas in sentences

Duplicate this exercise below or write it on the board.

Mahaba at mabilis ang malaking tren.

Mahaba ang tren.
Maliit ang tren.
Mabilis ang tren.

Malamig sa loob at labas ng gusali.

Malaming sa loob ng gusali.
Malamig sa labas.
Malaki ang gusali.

Ask the children to read the first sentence in each group, then the three sentences underneath it. They are to draw a line under each sentences that repeats an idea from the first sentence.

Using *wala*

Print the word *Walang* on an index card and print the sentences similar to these on sentence strips:

May itim na diyaket si Ben.
May tao sa labas ng bahay.
May tren dito.

Display the sentence strips in a chart pocket. Point to the first sentence and say: *Maaari nating baguhin ang ibig sabihin ng pangungusap na ito kung papalitan natin ang isang salita.* Cover the word *May* with *Walang.* Have the sentence read. Stress that *may* and *wala* are opposite in meaning. Call attention to the linker *-ng* in *walang.* Continue with the other sentences in this manner.

Root words

Student Workbook, page 19. "Root Words": Have the children read the pairs of words in each box on the upper half of the worksheet and underline the part(s) in the second word that make it different from the first word. Then, they are to read each sentence below and underline the word that will complete it.

Opposites

Recall the words *malaki* and *maliit,* and *malamig* and *mainit* and write them on the board. Direct the children to see that the words in each pair do not mean the same. Identify them as opposites (*mga salitang magkabaligtad ang ibig sabihin*). Ask them to think of opposite words. Provide examples like *gabi-araw, maingay-tahimik,* etc.

Pass out some drawing paper. Based on the pairs of opposite words they have discussed, have each child draw pictures illustrating a pair of opposites on his/her paper, which should be folded in half. When they are finished, let them share their drawings with one another and discuss each pair of opposites.

Spelling

Student Workbook, page 20. "Spelling IV": Direct the children to identify each picture and to write the missing consonants.

KEY: *baka, pabo, mani, laso*
kape, pera, luha, pare (priest)

ADDITIONAL ACTIVITIES

RECOGNIZING MAIN IDEAS

Prepare and duplicate the worksheet exercise below:

Isang araw, may nakita si Rosa.
Nakita niya ang isang malaking trak.
Trak ito ng tatay ni Kim.
Pula ang malaking trak.

Ang Trak ni Rosa
Ang Trak na Pula
Ang Treng Pula

Gustong magpasyal ni Anne.
Pumunta siya sa Chinatown.
May tindahan ang tatay niya doon.
Maraming Tao sa Chinatown.

Ang Tatay ni Anne
Ang mga Tao sa Chinatown
Pumunta si Anne sa Chinatown

Ask the children to read each story and the three titles below it. Have them draw a line under the best title for the story. Discuss why they made those choices.

Classifying Words

Print these words on index cards and put them together in a box. As each card is drawn and read, let the children decide which words should be grouped together. Have them label each group.

Sasakyan	*Damit*	*Silungan/ Bahay*	*Pagkain*
eroplano	*diyaket*	*bahay*	*gulay*
kotse	*kapote*	*apartment*	*prutas*
kalesa	*botas*	*gusali*	*kanin*
trak	*baro*		*gatas*
tren			*itlog*

ENRICHMENT

Art

Student Workbook, pages 21-22. "Boats and Trains" and "Cars and Airplanes": Have the children examine these illustrations. They are early modes of transportion. Have the children cut and paste pictures of or draw modern counterparts of these modes of transporation alongside the old models. Discuss what improvements have been made.

Oral Language

The following situations related to transportation may be given for the children to dramatize.

Buying a ticket for a trip to the Philippines; the children are talking to a travel agent.

At the airport; the children are seeing a relative off; they see planes waiting for the passengers to load.

Driving a car in the city and looking for certain places like a movie theater, a restaurant, the post office, etc.

Supply vocabulary words whenever necessary, and encourage creative use of the language in the situations above.

Topic of story

A simple story involving Jimmy looking at some pictures in his class serves as a springboard for teaching how we obtain information about our environment through our senses. The parts of the eye are shown, and the teacher should discuss briefly how we see and how the brain receives and interprets information.

Skills to be developed

Word Study Skills

Phonic Analysis: Review cluster *pr* and *tr*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; locating information; making inferences; deriving information from picture clues

Vocabulary Skills

Language Development: Ordinal numbers; using *po;* using *paano;* words that tell who did what; synonyms

Structural Analysis: Introduce perfective aspect of *mag* verbs

Study Skills

Punctuation marks

Vocabulary

Review *paaralan, prutas, trak, nakita, kailangan, upang, paligid, loob,* ordinal numbers (1-5)

Introduce *natin, guro, larawan, magaling, paano, po, bagay, makita*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"*pr/tr* Words" (p. 23)

"Using the New Words L15" (p. 24)

"Locating Details" (p. 25)

"*nag* Vocabulary" (p. 26)

"Spelling V" (p. 27)

Other: index cards with vocabulary words

pictures: dog, cat, house, egg, raincoat

old picture books and magazines

PREPARATION FOR READING

Reviewing ordinal numbers

Write the ordinal number words (1-5) in a column on the board and have the children read them.

Provide the following pictures for this game: a dog, a cat, a house, an egg, a raincoat (or a series of five pictures illustrating words that the children already know). Write these sentences on the board.

Una ang aso.
Ikalawa ang pusa.
Ikatlo ang bahay.
Ikaapat ang itlog.
Ikalima ang kapote.

Have the children arrange the pictures according to the directions given in the sentences by asking a child to read one sentence, and asking another to pick out the right picture and to put it on the chalk ledge.

Reviewing clusters *pr* and *tr*

Write these rows of words on the board:

prinsipe, pinsan
trono, tono
pusa, prutas
trak, tatay
tao, trapo
preno, piso

Pronounce the two words in each row. Ask the children to listen to the first two sounds in each word you said and to point to the word that has the cluster *pr* or *tr*.

Student Workbook, page 23. "*pr/tr* Words": Ask the children to say the word for each picture. They are to circle the consonant cluster that the word starts with.

KEY: *prinsesa, trono, trumpeta, premyo, trak, prutas, tren, prinsipe*

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below you may use the method described in Notes to the Teacher to introduce vocabulary.

Introducing Vocabulary

Elicit the following words in a discussion: *natin, guro, larawan, magaling, paano, bagay, makita.* The reading chart may look like this:

Gusto kong makita ang mga bagay sa paligid.

Siya ang guro natin. (*titser* or *maestro/maestra* may also be mentioned)

May mga larawan ako as sa bahay.

Paano pumunta si Ana sa sine?

Magaling sumulat si Rey.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introduce the name *Jimmy* as the name of a character in the section that the children will be reading.

Miss/Mrs./Ms./Mr.

Note: If the children already know these abbreviations, skip this activity. The English words Miss/Mrs./Ms./Mr. are used in this activity because the children would be more familiar with them and it would be unrealistic to use the less commonly heard forms in Pilipino--BB./GNG./G. the latter, however, may be taught as synonyms, if desired.

Tell the children that in the next selection, they will meet Jimmy's teacher whose name is Miss Gomez. Write *Miss Gomez* on the board and under it, *Guro ni Jimmy si Miss Gomez.* Help the children read the name and the sentence. Inform them that Miss Gomez is Jimmy's teacher in kindergarten. She came from the Philippines and is now teaching in the United States.

Call attention to the word *Miss* and underline it. Explain that *Miss* in front of her name indicates that she is not married. Teach the other abbreviations *Mrs.* (for married women), *Ms.* (for either a married or unmarried woman), and *Mr.* (for a man). Cite some names of school personnel as examples.

Using *po*

Write *po* on the board and inform the children that in the next selection, they will be reading this word. If they know or have heard of the word, let them tell you what it is or when it's used. If they don't, inform them that in the Philippines, when young people talk to older people, they usually use *po* in conversation as a sign of respect. In the cities, people use a variant form ho. (*Note: PO/HO are called enclitic particles. See Glossary of Linguistic Terms for a definition.*)

Write these sentences on the board:

"Eto ang gatas," sabi ni Jimmy sa kaibigan niya.

"Eto po ang gatas," sabi ni Jimmy sa lola niya.

Ask the children to read the sentences and to tell you the difference between the two. Have them locate *po* and tell you why Jimmy used it when he talked to his grandmother.

Reviewing Vocabulary

Student Workbook, page 24. "Using the New Words L15": Ask the children to look at the picture at the top left of the page. Have the character identified. Ask them to read the sentence beside it and to trace the word *guro.*

Have the question in the next row read. To answer it, the children should underline the correct picture. The word *paano* should be traced. For the next three rows, the children should read each sentence and underline the word that completes it.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Ask the children what they use for seeing objects around the room. Ask what we use for smelling, tasting, hearing and feeling.

Say: ***Ngayon, babasa tayo tungkol kay Jimmy at sa ating mga mata.*** Have the story title ***Ang mga Mata Natin*** and the page number located on the Contents page.

Silent Reading

Have the children read the pages indicated below silently. Ask the suggested comprehension questions.

Pages 20-21:

Sino ang guro ni Jimmy? Ano ang ipinapakita niya kay Jimmy?

Ano ang nakita ni Jimmy sa mga larawan?

Tama ba ang sagot ni Jimmy sa mga tanong ni Miss Gomez?

Hanapin ang mga salitang UNA at IKALAWA.

Pages 22-23:

Paano nalaman ni Jimmy kung ano ang mga nasa larawan?

Ano ang mangyayari kung wala tayong mata?

Anong mga bagay ang natututuhan natin pag ginagamit natin ang ating mata?

Paano natin dapat alagaan ang ating mata?

Page 24:

After the children read this page silently, discuss the illustration. Identify the parts of the eye. To explain the process of how we see, refer to the section at the end of this lesson. The information given the children should be brief and simple. If a large model of an eye is available from your audio-visual department, use it to explain how the eye sees.

Say: *Gamitin ang mga mata at tingnan ang paligid ng silid (kuwarto) natin. Ano ang nakikita ninyo?*

Reading Follow-up

Write these phrases on tagboard strips: *sa paaralan, ang sabi ng guro, ang mga larawan, sa ating paligid, sa loob.* Display the phrase *sa paaralan* for a few seconds. Ask the children to turn to page 20 and locate the phrase they just saw. Have them point to the phrase and read it. Then ask a child to read the whole sentence. Continue with these other phrases:

ang sabi ng guro - page 21
ang mga larawan - page 22
sa ating paligid - page 23
nasa loob - page 24

Student Workbook, page 25. "Locating Details": Direct the children to examine the picture above and to look at all the details. Ask them to read each sentence below and to complete it by underlining the correct word. To do this, they have to look at the picture carefully and try to determine or infer the answer from the picture clues.

BUILDING SKILLS

Introducing the perfective aspect of *mag* verbs

Note: ASPECT is defined and explained in the Glossary of Linguistic Terms.

Call on two children to come to the front. Give this command: *Maglaro kayo.* Let the children pantomime playing. Then ask them to sit down. Ask the group: *Ano ang ginawa nila?* The response should be: *Naglaro sila.* Continue in this manner, using other *mag* verbs: *mag-aral, magbasa, magsulat, maglakad, magluto, maglinis, magpunta.*

After the oral exercise above, write the sentence below on the board and have the children read it. Ask them to locate the verb *magbasa* and call on a child to underline it.

"Magbasa ka," sabi ng guro kay (use child's name).

Give the command to the child whose name was used in the sentence. After s/he pantomimes the action, write this sentence on the board: *Nagbasa si* ___________. Have the children read the sentence with you.

Ask them to note the difference between the verbs in the two sentences. They should note that when an action has already happened or been completed, the *mag* in a *mag* verb changes to *nag*. To further illustrate this, write other sentences using mag verbs in the perfective aspect.

Student Workbook, page 26. *"nag* Vocabulary": Have the children read each sentence, trace the perfective aspect prefix *nag*, and match the sentence with a picture.

Words that tell WHO did WHAT

Becasue it is important for the children to realize that certain groups of words in a sentence tell us certain things, write some sentences on the board using the children's names to show what was done, and who did it.

Naglaro si Robert.
Pumunta sa paaralan si Ana.
Naglakad si Alex.
Kumain si Maria.
Uminom ng gatas si Roger.

Analyze each sentence by asking the children to find the word/s that tell what was done. Call on a child to frame the word/s. Then ask them to find the word/s that tell who did it. Call on another child to frame those word/s. Point out that most sentences tell us two things: what was done and who did it. Note that in this task, the children are asked to identify the predicate first, then the topic, thus reinforcing recognition of the basic Pilipino sentence pattern.

Using *paano*

Ask questions with *paano*, such as the following:

Paano tayo kumakain?
Paano tayo lumalakad?
Paano tayo kumakanta?

Make sure the children answer the questions by explaining *how* something is done. Use simple verbs in the questions that would not require lengthy explanations on the children's part.

Synonyms

Cite synonyms that the children are familiar with. Point out that in the story they have just read, these words have synonyms:

guro - titser, maestro/maestra
larawan - retrato/litrato

Use these words and their synonyms in sentences to illustrate sameness in meaning.

Spelling

Student Workbook, page 27. "Spelling V": Recall the diphthongs (***diptonggo***) *ay* and *aw* and write the letters representing those sounds on the board. On the worksheet, direct the children to say the names of the pictures and to write the missing letters at the end. Point out the first two words as examples.

KEY: *bahay, hikaw, sitaw, nanay*
sabaw, langaw, tatay, kamay

ADDITIONAL ACTIVITIES

Punctuation marks

Print these punctuation marks on separate index cards: period, comma, question mark, exclamation point, quotation marks, hyphen.

Write the sentences below on the board one at a time. Do not punctuate them completely. Ask the children to read the sentence and to decide what punction mark the sentence needs. Have the child come to the board and hold up the punctuation mark where it belongs in the sentence.

Naglakad si Rosa (.)
Saan ang aso (?)
Sabi ng guro, Magbasa ka. ("")
Naku, ang laki ng gusali (!)
Gusto ko ng itlog gulay at prutas. (,)
Kailangan natin ng pagkain araw araw. (-)

Have each sentence read aloud, paying attention to the punctuation mark/marks.

Word Association

Write the word *malaki* on the board and have the children think of as many words as they can that may be associated with that adjective. Write other adjectives such as: *matamis, maasim, mabango, makinis, etc.*

ENRICHMENT

Oral Language

Provide several pictures that contain many details. Give a picture to each child and let him/her examine it. Ask him/her to compose a story about the picture and to retell it orally to the group. S/he should describe the picture as fully as possible. Supply vocabulary words if necessary.

Art

On several sheets of paper, have the children paste pictures of objects about which we learn by using our senses. Suggestions:

sight: different objects in the environment

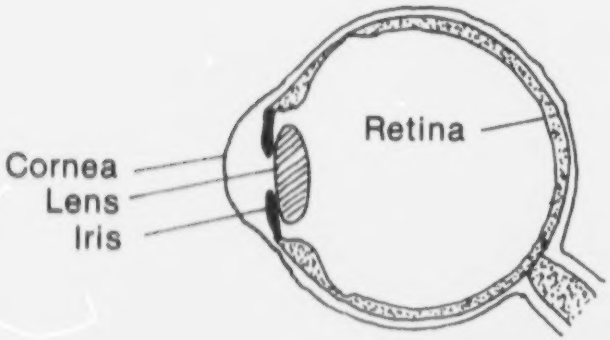
smell: perfume, smoke, onions.

hearing: bells, clocks, telephone.

taste: sugar, lemon, candy.

touch: sandpaper, rose bushes, paper.

FOR TEACHER INFORMATION



Parts of the eye:

1. *Cornea (Kornea) - a layer of tissue to protect the eyeball.*

2. *Iris (Alikmata) - the front part of the second layer; has a hole in the middle called the pupil (balintataw);* the pupil gets smaller or larger depending on the amount of light entering the eye; irises may be blue, gray, brown, etc.

3. *Lens (Lens)* - located behind the pupil; gathers the light rays and focuses them in one bright image on the retina, just like a camera's lens.

4. *Retina (Retina)* - a layer of light-sensitive cells; sends the signals along the optic nerve to the brain.

Other information

The eye is filled with a clear jelly-like substance which helps focus the light rays and helps the eyeball keep its shape. The eyes have upper and lower eyelids to protect them. In each upper eyelid, there is a tear gland. Tears keep the eyes moist and clean.

How we see:

Light rays enter the eye through the lens and they are focused in one bright image on the retina at the back of the eye. The retina receives the image upside down. It sends signals along the optic nerve (running from the back of the eye to the brain). The image is received in the brain, where it is turned upright and understood as an image.

Vocabulary

optic nerve - ***pandamdam ng mata***

brain - ***utak***

eyelid - ***talukap ng mata***

tear - ***luha***

tear gland - ***paluhaan***

light rays - ***sinag ng ilaw***

image - ***larawan***

Note: Although native Pilipino terms exist for some parts of the eye (for example, ALIKMATA, BALINTATAW), the teacher may opt to use the English terminology.

Topic of story

In this lesson, the children are introduced to an indigenous Filipino literary type: the *bugtong*, or riddle, often transmitted orally, and providing good mental exercise for young and old alike. According to Asuncion David-Maramba (ed. Early Philippine Literature, Manila: National Book Store, Inc., 1971), "riddles are usually rhyming couplets presenting an enigma to be solved by guessing. . . . The riddle is rich in imagery drawn from daily life and environment and is usually characterized by a progression of this imagery into metaphor. One might say that riddle-solving and writing depend upon a kind of manipulation of metaphor."

Skills to be developed

Word Study Skills

Phonic Analysis: Diphthong *oy*; glottal stop

Other: Writing/spelling words by syllable

Comprehension Skills

Understanding and interpreting imagery and figurative language; anticipating outcomes; using context clues

Vocabulary Skills

Language Development: Using *hindi*

Structural Analysis: Review *naka* prefix; perfective aspect of mag verbs

Vocabulary

Review *dalawa, itim, hari, makita, tao, damit*

Introduce *dala, iyo, pa, bato, malayo, nararating, hayan, sari-sari, hindi*

Materials

AABC: 1. Student Worksheets (in Student Workbook):

"Using the New Words L16" (p. 28)

"Relevant Sentences" (p. 29)

"*oy* Vocabulary" (p. 30)

"Spelling VI" (p. 31)

"Vocabulary Review II" (p. 32)

Other: index cards with vocabulary words

pictures to teach the glottal stop: bathrobe, living room, embers, child, strainer, lungs

PREPARATION FOR READING

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *dala, iyo, pa, bato, malayo, hayan, hindi.* The reading chart may look like this:

Ano ang dala mo?
Iyong diyaket ito.
Ano pa ang gusto mo?
Malaki ang bato.
Malayo ang Pilipinas.
Hayan na si Alex.
Hindi ko nakita ang aso.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Write the syllables of *nararating* on index cards and have the children read one syllable at a time. Put the cards together and have the whole word read. Write a sentence using the word on the board: *Malayo ang nararating ng eroplano.* Discuss the meaning of the sentence, pointing out a synonym for *nararating*-*napupuntahan. NOTE: Omit this process if the children can read the word by themselves.*

Use the word *sarisari* orally to describe a variety of things in the classroom or in the school. Reinforce the meaning by using other phrases that mean the same as *sarisari* (*iba't ibang klase, iba't ibang mga bagay,* etc.). Write the word on the board and read it to the children. Then write a sentence using the word: *Sarisari ang mga pagkain sa tindahan.* If desired, you may add a cultural note by mentioning that in the Philippines, there are small neighborhood stores that carry different kinds of merchandise. These stores are called *sarisari.*

Reviewing *naka* prefix

Describe what different children are wearing. Write some of the sentences on the board. Restate the meaning that the prefix *naka* gives to a word for an article of clothing.

Write the word *nakadamit* on the board and have it read. Talk about the word's meaning and use it in a sentence: *Nakadamit ang mga bata.*

Reviewing Vocabulary

Student Workbook, page 28. "Using the New Words L16": Ask the children to look at the picture at the top left. Have the different articles of clothing identified, have the sentence read, and the word *sarisari* traced.

Ask the children to read the question in the next row. To answer it, they should circle the correct picture. They should also trace the word *dala.*

Have the couplets in the bottom row read silently. Ask the children to find and underline vocabulary words (*1: hayan, bato, pa; 2: malayo, nararating, nakadamit; 3: hayan, hindi*). Have them look at the pictures to the right of the couplets, choose which picture goes best with each one, and draw a line from the couplet to the picture.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Announce to the children that the next selection in the reader is not a story. They will be reading some riddles, called *bugtong* in Pilipino. Write the word on the board. Explain its meaning: riddles make people think, because often the answers are not easy to guess. Children in the Philippines have fun listening to *bugtong* and trying to think of answers. These riddles provide good mental exercise and teach the child to use his/her imagination.

Have the children open their readers to the Contents page and locate the title Mga Bugtong and the page number.

Silent Reading

In their natural setting, *bugtong* are often tramsmitted orally. Combine silent and oral reading by having the children read each riddle orally immediately after reading it silently.

Page 25:

After the children read the riddle silently and orally, ask if they can think of the answer to the riddle. The illustration provides the answer. Discuss why the answer is feet (*paa*) by talking about the phrases in the riddle, like *dala ka ng iyong dala*. It is important to emphasize that the children should think and try to visualize what the *bugtong* is saying.

Page 26:

After the children read the riddle silently and orally, discuss the answer (*mata*). Ask these questions:

Bakit kagaya ng bato ang mata natin?

Ano ang ibig sabihin nito: MALAYO ANG NARARATING? *Maaari bang maglakbay ang mata natin? Paano?*

Page 27:

Have the children read the riddle. There is not picture clue available. Encourage them to think of the answer by discussing the phrase *hindi pa makita*. Have the children guess the answer. They may check if they guessed the right answer by turning the page to look at the picture (hangin). Again, discuss why.

Page 29:

Follow the same procedure as above. Discus the phrase *nakadamit ng sarisari*. To encourage creative thinking, ask these questions:

Sino ang maaaring magkaroon ng maraming damit?

Ang sabi ng bugtong, HINDI HARI. Sino kaya iyon?

Kung hindi tao ito, isang bagay kaya?

When they find out the answer *(sampayan)*, ask why clotheslines can be described as "wearing different kinds of clothes."

Give this *bugtong* orally and have the children guess the answer:

Mataas kung nakaupo
Mababa kung nakatayo. (ASO)

Reading Follow-up

Have the children interpret metaphor or figurative language by telling them to listen to this sentence: *May pakpak ang balita.* Discuss the meaning of that sentence. These questions may be asked:

May pakpak bang talaga ang balita?

Anong mga hayop ang may pakpak?
Para saan nila ginagamit ang pakpak nila? Gaano kalayo sila nakakarating?

Paano "nakakalipad" ang balita? Ano ang nangyayari pag "lumilipad" ang balita?

Arrive at this meaning: News can travel fast, not by actually flying like birds, but through people or the media. Tell the children that the sentence you just said is not literally true but it is an interesting way to let us know how fast news can travel.

To provide the children with practice in anticipating outcomes, say: *Magkukuwento ako sa inyo, pero hihinto ako bago ko matapos ang bawat kuwento. Kayo ang magsasabi sa akin kung ano ang mangyayari.*

Nasa loob ng bahay si Roger. Binuksan niya ang refrigerator at kinuha niya ang tinapay, ang mayonnaise, keso, hamon, at litsugas. Ano ang ginawa niya pagkatapos?

Kaarawan ni Leni. Gumawa ng birthday cake ang nanay niya. Naroon ang mga kaibigan ni Leni. Sinindihan ng nanay niya ang mga kandila sa cake. Kumanta ang mga bata ng "Happy Birthday." Ano ang nangyari pagkatapos?

Student Workbook, page 29. "Relevant Sentences": Ask the children to read the *bugtong* at the top and to recall the answer to it *(mata)*. Have them read the sentences below it and underline the ones that say something about the meaning of the riddle, i.e., finding relevant information. Discuss their answers. Afterwards, they may draw the eyes on the face beside the sentences.

KEY: Sentences 3, 5, and 6

BUILDING SKILLS

Introducing diphthong *oy*

Say the following words and tell the children to listen to the final sound: *apoy, baboy, kahoy.* Write the letters oy on the board and say that they represent the diphthong sound *(diptonggo) oy.* Have the children read it.

Write these words on the board: *apoy, baboy,* kahoy. Have the children locate and underline the *oy* sound. Call on some children to write initial consonants with *oy* like *hoy, poy, koy,* etc.

Student Workbook, page 30. "*oy* Vocabulary": Review the fact that when *o* and *y* "go walking together" (*nagpapasyal na magkasama*), they say the sound *oy*. Ask the children to read the words below, trace the *oy* in the words and draw a line from the words to the corresponding pictures.

Reviewing the perfective aspect of *mag* verbs

Write these sentences on the board:

Nagsulat si Leni.
Nag-aral si Kim.
Naglaro si Roger.
Nagpasyal sina Ben.

As you discuss each sentence, talk about when (in the past) the character mentioned in each sentence might have done the action. Did s/he do it yesterday, last week, earlier today, or just a little while ago? Recall that the affix *nag* in the sentences tells us that the action has already happened or been completed. Have the children identify the source infinitives in the sentences (*magsulat, mag-aral, maglaro, magpasyal*).

Negative sentences with *hindi*

Print *hindi* on an index card and print sentences similar to the ones below on sentence strips.

Nagluto ang nanay.
Kumain si Jimmy.
Bumasa ng libro si Ben.
Naglakad si Rosa.

Ask a child to read the first sentence aloud. Hold up the word *Hindi* and say: *Mababago natin ang ibig sabihin ng pangungusap na ito kung idadagdag natin ang salitang HINDI. Saan natin ilalagay ang salitang ito sa pangungusap?* Put the *Hindi* word card in front of the sentence and have the sentence read. Point out that *nagluto* and *hindi nagluto* have opposite meanings.

Proceed with the other sentences following the same procedure.

Introducing the glottal stop

Note: The glottal stop is considered a consonant sound in Pilipino becasue it distinguishes some words from others. The symbol /'/ is used to represent the glottal stop since no letter is used in conventional writing to stand for this sound. The children should be made aware that it exists and is significant. See Glossary of Linguistic terms for an explanation. Note that the traditional Pilipino balarila terms MALUMI and MARAGSA are NOT used in this activity.

Show pictures for each of the following words:

bata (bathrobe)	bata' (child)
sala (living room)	sala' (to strain)
baga (ember)	baga' (lung)

As each picture is shown, say the word with the children. Ask them to put together in pairs the pictures whose names sound almost alike. Say the words for each pair of pictures and ask the children to listen carefully for the glottal stop in one of the words. Identify this sound as *tunog na paimpit*. Explain that when we say this sound, the flow of air is blocked at the glottis (point to your throat). Inform the children that many pairs of words in Pilipino sound almost alike, but that the glottal stop gives one of the words in the pair a different meaning.

Write the words for the pictures on the board, in pairs as shown above. Do not use the symbol /'/, however. Lead the children to observe that no letter is used in writing to represent the glottal stop. Write the words *bari* and *sarisari* on the board, and have the children read them, noting the final glottal stop.

For oral practice, have the children repeat these phrases after you, paying close attention to the glottal stop.

ang baba-baba'	*ang puti-puti'*
ang dali-dali'	*ang bata-bata'*
ang ikli-ikli'	*ang baba-baba'*

Spelling

Student Workbook, page 31. "Spelling VI": Recall the diphthongs *ay*, *aw*, and *oy* and write the letters representing these sounds on the board. On the worksheet, direct the children to say the names of the pictures and to write the missing *vowel* in the first syllable and the missing *diphthong* in the second. Teach and/or define the words that may not be familiar.

KEY: *sigaw* (steam), *gulay*, *baboy*, *kaway* (to wave) *langoy*, *sig aw*, *kahoy*, *hukay* (dig)

ADDITIONAL ACTIVITIES

Using context clues

Write these sentences on the board one by one:

Kailangan natin ng ______________ *upang lumusog.*
pamilya   pagkain

Gusto niyang ______________ *ng gatas.*
kumain   uminom

Pumunta ang aso sa loob ng ______________.
bata   bahay

Sarisari ang ______________ *sa tindahan.*
mga bagay   mga bahay

Read the first sentence with the children. Then ask: *Aling salita ang dapat nating ilagay sa patlang?* Read the sentence using the first word and ask: *Tama bang pakinggan ang pangungusap?* Then read the sentence using the second word. Ask if the sentence sounds right this time. Continue with the other sentences.

Study Skills Practice

Student Workbook, page 32. "Vocabulary Review II": Have the children read the words in each box to themselves. Say one of the words and ask the children to underline the word you said.

KEY:

Row 1: *kailangan, magpasyal, gusali*

Row 2: *magaling, makina, prinsesa*

Row 3: *guro, hayan, kumain*

Row 4: *trak, ikaapat, sarisari*

ENRICHMENT

Listening/Oral language

Read the following riddles. Discuss the imagery in each *bugtong* and the figurative language used. Define words that are not familiar. Encourage the children to use their imagination in analyzing the riddle and arriving at the right answer.

Kahit saan ka pumunta
Laging sumasama.
(anino/shadow)

Dalawang magkaibigan
Unahan nang unahan.
(paa)

Lumalakad walang paa
Lumuluha walang mata.
(pluma)

Siya ang aking hiniwa
Ako pa ang lumuha.
(sibuyas)

May isang hayop na
maliit
Nagkakalat ng sinulid.
(gagamba)

Sa patak nagmula
Sa patak nawala.
(ULAN)

Maputing parang bulak
Lumilipad na walang
pakpak.
(ulap)

Nang hawak ay patay
Nang ihagis ay nabuhay.
(yoyo)

Sariling-sarili mo na
Ginagamit pa ng iba.
(pangalan)

Habang tinititigan
Lalong hindi matingnan
(araw)

Biniyak ang baging
Bumuka ang tabing.
(payong)

Art

Have the children illustrate their favorite *bugtong*, and with the teacher's help, copy the riddle under the picture.

Topic of story

This selection introduces the children to a popular character in Philippine folklore: Juan Tamad. The misadventures and shenanigans of Juan Tamad have entertained people of every generation in the Philippines, and have endeared him to the heart of everyone. To stimulate interest in this folkloric character, the teacher may narrate other Juan Tamad stories to the children.

Skills to be developed

Word Study Skills

Phonic Analysis: Review diphthong *oy*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; making inferences; recognizing character traits; recognizing sequence; finding details

Vocabulary Skills

Language Development:	Possessives; words that tell who, what, where; using the phrase *noong unang panahon*
Structural Analysis:	Review *um* infix, perfective aspect of *mag* verbs

Vocabulary

Review *panahon, bata, hindi, gumawa, tindahan, kaibigan, nasaan, wala, dito, mata, loob, nakatira*

Introudce *kahit, bumili, isda, ilog, lumangoy, nagalit, isip, namin, noong unang panahon, nandoon*

Materials

AABC: 1. Student Worksheets (in Student Workbook)

"Using the New Words L17" (p. 33)

"Sequencing II" (p. 34)

"Opposites" (p. 35)

"Spelling VII" (p. 36)

"Juan Tamad" (p. 37)

Other: index cards with vocabulary words

PREPARATION FOR READING

Reviewing diphthong *oy*

Write these words in a column on the board: *kahoy, apoy, baboy.* Call on different children to come to the board, point to the *oy* diphthong and underline the letters o and *y*.

Introduce the verb *lumangoy*. Write a sentence using the word on the board: *Gusto mo bang lumangoy?* Call attention to the affix um and have the root word *langoy* identified. Ask the children to find the sound *oy* in the word.

Reviewing infix *um*

Write these words on the board: *bumasa, sumulat, pumunta, kumain, uminom.* Ask the children what these words have in common. Review the fact that *um*, when placed within certain root words, turns them into action words.

Introduce the verb *bumili* by talking about things the children would like to buy in a store. Write the word on the board and a sentence using it: *Bumili ng kotse ang tatay.* Have the root and the affix identified.

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary 1

Elicit the following words in a discussion: *kahit* (used in the phrase *kahit na ano*), *isda, ilog, nagalit, isip, namin.* The reading chart may look like this:

Hindi niya gusto ng kahit na anong pagkain.
Gusto kong kumain ng isda.
Nagalit ang nanay ko.
Lumangoy ako sa ilog.
Ano ang nasa isip mo?
Ito ang klase namin.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 2

Announce to the children that they will be reading about a boy who is well known by children in the Philippines because there have been many stories told and written about him. His name is *Juan Tamad.* Write the name on the board.

Stories told about Juan Tamad happened a long time ago. When stories like those are told, they are usually introduced by the phrase *noong unang panahon.* Write the phrase on the board and discuss its meaning. Parallel it to the English phrase "once upon a time" which the children are probably familiar with. Ask them to compose stories orally using the phrase *noong unang panahon* as an introduction.

Write the word *nandoon* on the board and read it to the children. Use it orally in a sentence by answering a question with *nasaan.* Example: *Nasaan ang mga bata?* (*Nandoon sa playground.*) Write a sentence using *nandoon.*

Reviewing Vocabulary

Student Workbook, page 33. "Using the New Words

L17": Ask the children to look at the picture at the top left of the page and read the sentences beside it. Have the word *nakatira* traced.

In the second box on the left, have the question read. To answer it, the children should look at the picture and underline the right answer *(lumangoy)*. In the next box, ask the children to read each sentence and complete it by underlining the best word that goes with the sentence (Key: *isda, ilog, namin, bumili*).

In the big box on the right, have the children read the brief story. Ask them to underline the phrases *noong unang panahon* and *kahit na ano*.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Recall that the next story will be about a boy named Juan Tamad. To stimulate interest, ask the children if they know anybody who is lazy and does not want to do any work. Or, ask them if their parents sometimes call them *tamad*. Let them predict what kind of child Juan is.

Have them locate the story title *Si Juan Tamad* and the page number on the Contents page.

Silent Reading

Have the children read the pages indicated below. Ask the suggested comprehension questions.

Page 31:

Taga-saan si Juan?

Kailan nangyari ang kuwentong ito? Aling mga salita sa kuwento ang nagsasabi sa atin nito?

Bakit siya tinawag na TAMAD?

Page 32-33:

Bakit nagpabili ng isda ang nanay ni Juan?

Paano siya pumunta sa tindahan?

Ano ang gustong gawin ng kaibigan niya?

Makikipaglaro kaya si Juan sa kaibigan niya?

Ano ang gagawin niya sa isda?

Page 35:

Saan sila pumunta?

Ano ang sinabi ni Juan sa isda?

Ano ang gagawin ng isda? Naintindihan kaya niya ang sinabi ni Juan?

Tama ba ang ginawa ni Juan? Kung kayo si Juan, ano ang gagawin ninyo?

Page 36-37:

Dumating ba ang isda sa bahay ni Juan? Bakit hindi?

Ano ang sinabi ng nanay ni Juan?

Nag-iisip ba si Juan nang ilagay niya ang isda sa ilog?

Bakit Juan Tamad ang tawag sa kaniya?

Ano ang natutuhan ni Juan sa pangyayaring ito?

Reading Follow-up

Ask the children to turn to the page where the story starts and to look for words or sentences that answer this question: *Anong klaseng bata si Juan? Note: The children here are being asked to recognize Juan's character traits based on how he is described in the story.*

Sa pahina 31, aling pangungusap ang nagsasabi kung anong klaseng bata si Juan? (HINDI NIYA GUSTONG GUMAWA NG KAHIT NA ANO.)

Sa pahina 35, aling pangungusap ang nagsasabi kung bakit tamad ang tawag kay Juan? (NAGLARO SI JUAN.)

Sa pahina 37, aling mga salita ang nagsasabi kung bakit nagalit ang nanay ni Juan sa kaniya? (WALA KA BANG MATA? WALA KA BANG ISIP?)

Write the following sentences on the board and have them read aloud: *Pumunta si Juan sa tindahan. Nakita niya ang kaibigan niya.* After the sentences are read, ask where Juan's friend was. Conclude with the children that although neither sentence tells us where Juan's friend is, we can tell where he must have been by reading both sentences together. Do the same for the sentences below. Ask where the fish were.

Naglaro sina Juan sa may ilog.
Sabi niya, "Naku, may nakita akong isda."

Student Workbook, page 34. "Sequencing II": Have the children look at the pictures and the sentences below. The pictues, when placed in proper sequence, tell Juan's story. Ask the children to arrange the pictures by numbering the boxes in proper sequence. Then have them cut the pictures, mount them on tagboard, cut the sentence strips, and match each with the right picture. The sentence strips may be mounted below the pictures.

BUILDING SKILLS

Reviewing the perfective aspect of *mag* verbs

Write the sentences below on the board and have them read aloud. Ask the children which sentence means that Juan has already done what he wanted to. Have them point out and underline the part of the word that informs us that the action has already happened.

Gustong maglaro ni Juan.
Naglaro si Juan.

Continue with similar sentences:

Kailangang magbasa ni Anne.
Nagbasa si Anne.

Possessives

Note: The NG pronouns used as possessives are presented in this activity. See Glossary of linguistic terms for a detailed explanation of pronouns.

Write the following sentences on the board using the names of children in the class.

Nakita ni Jose ang nanay niya.
May aso sina Mary. Itim ang aso nila.

Ask a child to read the first sentence. Then ask: *Kaninong nanay ang nakita ni Jose? Aling salita ang nagsasabi sa atin?* Have the word *niya* underlined.

For the second sentence, ask: *Sino ang may aso? Kanino ang itim na aso? Aling salita ang nagsasabi sa atin?* Have the word *nila* underlined.

Explain that the words *niya* and *nila* sometimes tell us whom things belong to. Tell the children that there are other words that give us this information. Write the sentences below on the board and have the children locate and underline the words that tell whom the objects belong to.

Sabi ni Nina, "Ito ang pusa ko." (*KO*)
Bahay mo ba iyon? (*MO*)
Si Miss Garcia ang guro natin. (*NATIN*)
Ito ang klase namin. (*NAMIN*)
Ito ang paaralan ninyo. (*NINYO*)

If necessary, explain the difference between *natin* (INCLUSIVE, included both speaker and listener) and *namin* (EXCLUSIVE, does not include listener), and *ninyo* as the plural form of *mo*.

Words that tell WHO, WHAT, WHERE

Recall that in a previous lesson, the children learned that most sentences tell us two things: what was done, and who did it. If necessary, provide examples on the board.

Write these phrases on the board as shown below:

Lumakad si Rosa
Naglaro ang bata
Pumunta ang aso
Nagpasyal si Jimmy

sa liwasan
sa labas
sa tindahan
sa paaralan

Ask the children to read the words in the first column and to identify who did what in each. Then, ask them to read the words in the second column. Ask: *Papunta saan lumakad si Rosa?* Have the children pick out the best answer from the second column and draw a line to it. Do the same for others.

Conclude by saying that there are words in a sentence that tell us what was done, who did it, and where it was done.

Opposites

Write these words on the board: *loob, mainit, malaki, itim, maulan.* Ask different children to find and point to a word that means the opposite (*kabaligtaran*) of each of these words: *malamig, puti, labas, maaraw, maliit.*

Student Workbook, page 35. "Opposites": Ask the children to draw a line from the dot beside each pair of sentences to the corresponding picture. Then they should underline the two words in each sentence that have opposite meanings.

Spelling

Recall with the children that a syllable can have ONE VOWEL, a consonant and a vowel, or a consonant-vowel-consonant. For the last combination, provide examples on the board: *taMIS, gaTAS, paYAT, biLOG.*

Call on individual children to come to the board and write different CVC combinations: *bat, yap, mas, tas, pot,* etc.

Student Workbook, page 36. "Spelling VII": Direct the children to say the names of the pictures and to write the missing three sounds at the end of the word. The first two serve as examples. Teach and/or define the words that may not be familiar to the children.

KEY: *gatas, lubid, supot, bapor*
yakap, walis, tubig, payat

ADDITIONAL ACTIVITIES

finding details in sentences

Prepare the following exercise. Have the children read each story and answer the questions by underlining *oo* or *hindi*.

Nakita ni Nina ang malaking aso.
Nasa labas ng bahay ang aso.
Pumunta si Nina sa labas.

Malaki ba ang aso? OO HINDI
Nasa loob ba ang aso? OO HINDI
Pumunta ba ang
aso sa loob ng bahay? OO HINDI

Naglaro sina Luis at Hiro.
Pumunta sila sa bahay ni Ben.
Nandoon ang nanay at tatay ni Ben.

Nag-aral ba sina Luis? OO HINDI
Pumunta ba sila sa
bahay ni Rosa? OO HINDI
Nakita ba nila ang
nanay at tatay ni Ben? OO HINDI

ENRICHMENT

Oral language/Dramatization

Extend the Juan Tamad story in the reader by asking the children to speculate on what might have happendd after this incident in Juan's life. They might also suggest other actions that Juan could have taken in such a situation.

Dramatize the Juan Tamad story that the children read.

Listening

Read other Juan Tamad stories to the children. A good reference is Manual Arquilla's STORIES OF JUAN TAMAD.

Art

Student Workbook, page 37. "Juan Tamad": Have the children color the picture of Juan.

UNIT 3

Ecological Needs

YUNIT 3

Mga Pangangailangang Panekolohiya

Topic of story

The Environmental Needs unit starts with a selection about the food chain. In this lesson, the children realize that humans, animals, and the whole environment are interdependent. The simple informative selection in the reader shows the children how animals depend on plants for food, and how humans depend on these animals for their food.

Skills to be developed

Word Study Skills

Phonic Analysis: Introduce consonant cluster *kr*

Other: Writing/speling words by syllable

Comprehension Skills

Recalling details; drawing conclusions; recognizing cause and effect; predicting outcomes; making inferences

Vocabulary Skills

Lanuqage Development: Words that tell what kind; understanding syllable stress; using *kung*; possessives

Vocabulary

Review *gulay, pagkain, baka, tao, karne, natin, wala, baboy*

Introduce *halaman, buto, hayop, kung, mais, manok, kadena, mahalaga, buhay*

Materials

AABC: 1. Teaching pictures, "*kr* Words" (pp. 112-114)

2. Student Worksheets (in Student Workbook):

"Using the New Words L18" (p. 38)

"The Food Chain" (p. 39)

"*kr* Vocabulary" (p. 40)

"Spelling VIII" (p. 41)

"Food Chain Cards" (p. 42-43)

Other: index cards with vocabulary words

string

heavy board

drawing paper

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below you may use the method described in Notes to the Teacher, to introduce vocabulary.

Introducing Vocabulary

Elicit the following words in a discussion: *halaman, buto, hayop, kung, mais, manok, kadena, mahalaga, buhay.* The reading chart may look like this:

Maraming halaman dito.
May buto ang mansanas.
Kailangan ng mga hayop ng pagkain.
Kung walang sine, wala tayong makikita.
Gusto mo bang kumain ng mais?
Gusto ng mga manok ng mais.
Mahaba ang kadena.
Mahalaga ang pagkain sa buhay natin.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Reviewing Vocabulary

Student Workbook, page 38. "Using the New Words I 18": Ask the children to identify the picture at the top. Have them read the sentence below the picture and trace the word *kadena*.

Ask them to read the sentence in the next selection of the worksheet, and to go through the list of words and discuss why each one is important in our life. Some responses might be:

Nagbibigay ng pagkain ang mga halaman; pinapaganda ng mga halaman ang paligid.

Tumutulong ang mga hayop sa bukid; nagbibigay ng pagkain ang mga hayop.

Kailangan ng mga ibon ng buto para sa kanilang pagkain; tumutubo galing sa mga buto ang mga halaman at puno.

Nagbibigay ng karne at itlog ang mga manok; kinakain ng mga manok ang mais.

Have them look at the illustration on the right. They should draw a line from each word on the list to the corresponding picture.

In the bottom section, ask them to underline the phrase that best completes the sentence.

To practice and reinforce vocabulary play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Inform the children that they will be reading about something important and interesting. Write the title of the story on the board and have it read aloud: *Ang Kadena ng Pagkain.*

Ask the children if they think the word *kadena* in the title refers to the same metal chain that they are familiar with. Ask if food can actually form a chain. Have the title and the page number located on the Contents page.

Silent Reading

Have the children read the entire section silently. Ask the questions below in the discussion.

Anu-anong bagay ang nakita ninyo sa mga larawan?

Ano ang kinakain ng mga baka/mga baboy mga manok?

Alin pang hayop ang kumakain ng mga pagkaing ito?

Sino ang kumakain ng karneng galing sa mga hayop na ito?

Alin pang mga hayop ang nagbibigay sa atin ng karne? (ISDA, USA, MGA IBON, PABO, etc.)

Ano pang mga pagkain ang naibibigay sa atin ng mga baka at manok?

Ano ang kadena ng pagkain? Bakit kadena ang tawag dito?

Ano ang pagkakatulad nito sa kadenang bakal?

Ano ang mangyayari kung walang mga halaman at hayop?

Reading Follow-up

After the reading activity, show on the board why a food chain is similar to a metal chain: each part of the chain is linked to and interlocked with the next part.

halaman hayop tao

Discuss the important role of plants in a food chain by constructing individual examples like this one:

halaman kulisap palaka ahas

Ask these questions:

Alin ang pinakamahalagang bahagi ng kadena?

Ano ang mangyayari kung walang makakaing mga halaman ang mga kulisap? Ano ang mangyayari sa mga palaka/sa mga ahas?

Ano ang masasabi ninyo tungkol sa mga halaman sa kadena ng pagkain?

Lead the children to conclude that without plants, the higher links of a food chain could not survive.

Allow the children to determine cause-and-effect relationships in a food chain by referring to the chain used above. Erase the third link (*palaka*). Ask what would happen if there were no frogs to eat the insects and no frogs for the snakes to eat. Let the children realize that the removal of food sources affects all the living things in a food chain and will seriously impair their survival.

To summarize, lead the children to conclude that plants, animals, people, and other elements of the natural environment are interdependent.

Student Workbook, page 39. "The Food Chain": Ask the children to illustrate a food chain on their worksheets by cutting or drawing pictures of plants and animals that are interdependent. Encourage them to illustrate food chains in different environments that don't necessarily include man: for example, forest, sea, river, desert, etc. Examples:

sea: water→plants→small fish→big fish
desert: plants→rodents→snakes
forest: plants→deer→lion
river: plants→fish→fish-eating birds (heron, seagull, etc.)

BUILDING SKILLS

Introducing Vocabulary

Say: *Pakinggan ang kambal-katinig na ito. Ang unang tunog ay kagaya ng tunog sa mga salitang ito: kalabaw, kuneho, kambing. Anong titik iyon?* Write *k* on the board.

Do the same for the *r* sound: *reyna, radyo, relo.* Write *r* next to *k*.

Point to the *kr* cluster and say: *Pakinggan ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *krus* on the board and read it with the children. Show the teaching picture that goes with the word. Show the pictures for the words *krema* and *kris* and say the words with the children. Explain that *kris* is a type of weapon (a sword) used by the Filipino Muslims who live in the southern part of the Philippines. Write the words *krema* and *kris* under *krus*.

Read the list of words below. Have the children raise their hands whenever they hear a word that start with *kr* and have them repeat the word.

kasama, krus, klarinete, krema, kristal, kubo, relo, klase, kris, kilay, krimen, kristiyano

Student Workbook, page 40. "*kr* Vocabulary": Have the children identify the picture on top and read the word *krus*. Ask what two letters the words starts with. Have them trace the word. For the next three rows, ask the children to say the word for each picture, helping them if necessary (Row 1: *punyal, espada, kris;* Row 2: *kape, krema, tsokolate;* Row 3: *krisantemo, rosas, daisy*). They should trace the letters *kr* and circle each picture whose name starts with that cluster.

For the bottom row, ask the children to read the sentence on the left. They should underline the picture that will complete the sentence.

Words that tell WHAT KIND

Write the sentences below on the board and ask the children to read each sentence. Call on a child to underline the words that tell us what kind of houses were seen.

Nakita ko ang malaking bahay.
Nakita ko ang maliit na bahay.

Cover the words malaking and maliit na with a piece of paper and have the children read the sentences. Ask if they give us the same information as the sentence with the adjectives. Let them conclude that some words in a sentence tell us WHAT KIND and that these words can be very important to describe objects or people.

Have the children do this task. Tell them to draw pictures according to the following directions on the board:

Gumawa ng malaking bahay.
Gumawa ng maliit na bahay na pula.
Gumawa ng bahay na may tatlong bintana.
Gumawa ng bahay na may halaman sa paligid.

Have the children go over the directions silently. Then ask: *Ano ang idodrowing ninyo? Pare-pareho bang lahat ang mga bahay? Ano ang una nating idodrowing? Aling salita ang nagsasabi* sa *atin?* Discuss each of the four directions, asking the children to identify the word/words that tell WHAT KIND. Pass out drawing paper and have the children draw the houses.

Syllable stress

Write this word on the board: *buhay*. Say: *Makinig na mabuti. Magsasabi ako ng dalawang pangungusap na may salitang ito. Sa bawat pangungusap, magkaiba ang bigkas ng salitang ito.*

Say this sentence, stressing the initial syllable in *buhay: Mahalaga ang pagkain sa buhay ng tao.* Ask the children to tell you how *buhay* was pronounced.

Now say this sentence, stressing the final syllable of *buhay: Buhay ang mga isda sa dagat.* Ask them to tell you how the word was pronounced this time. Say both words, pointing to the written word on the board each time. Inform the children that although they are spelled the same, the two words are pronounced differently and mean different things. Discuss the meaning of each word: *buhay*, "life"; *buhay*, "alive."

Cite other examples to illustrate that this phenomenon happens often in Pilipino.

aso, "dog"	*aso*, "smoke"
puno, "tree"	*puno*, "full"

Using *kung*

Note: KUNG is a subordinating conjunction used in conditional clauses. See Glossary of Linguistic Terms for a detailed explanation of clauses.

Write these sentences on the board:

Kung malamig sa labas, magdiyaket ka.
Kung gusto mong lumangoy, pumunta tayo sa ilog.

Read each sentence with the children. Ask these questions: *Kailan ka dapat magsuot ng diyaket? Kailan tayo dapat pumunta sa ilog?* Have the children respond using *kung*.

Ask: *Kung hindi malamig sa labas, ano ang isusuot natin? Kung ayaw mong lumangoy, ano ang gagawin natin?* Again, encourage the children to use *kung* in their responses.

Orally, present clauses like *Kung walang mga guro sa paaralan....* Ask the children to complete the sentences by predicting what would happen.

Reviewing possessives

Remind the children that certain words tell us whom things belong to. Write these sentences on the board, have them read and the possessive words underlined.

Itim ang mata ko.
Ito ang bahay mo.
Maliit ang baso niya.
Maraming bahay sa paligid natin.
Paaralan namin ito.
Kaibigan ninyo si Ben.
Nakita ng bata ang bola nila.

Spelling

Student Workbook, page 41. "Spelling VIII": Continue writing words with CVC combinations by asking the children to say the names of the pictures on the writing worksheet and to write the missing three sounds at the beginning or end of the word. The first word in each column serves as an example. Teach and/or define the words that may not be familiar to the children.

KEY: *bilog, baril, dasal, lakad*
punda (pillowcase), *sando* (tank top shirt),
multo, tinta (ink)

ENRICHMENT

Art

Student Workbook, page 42-43. "Food Chain Cards": Have the children put the cards out and glue them onto a hard backing. Punch holes on the bottom left and right hand sides of the cards. For the starting points of the chain (plants, seeds, etc.), punch a hole only on the bottom right side.

Ask the children to construct food chains by lining up pictures from left to right. Let the children analyze, check, and discuss their food chains. Provide information if they don't know which animal eats which. After the children decide that the chains are correct, tie the cards together with string or yarn and display them on the bulletin board. Some examples of food chains are:

grass and twigs deer wolf

seeds squirrel snake hawk

Listening/Oral language

Read this poem to the children and conduct a short discusson on its meaning. Ask them to repeat each verse after you. When they are familiar with the verses, have the children recite the poem individually or in chorus. (From *Philippine Rhymes, Poems and riddles in Pilipino and English*, compiled and translated by Dominga J. Portugal. San Francisco: San Francisco Unified School District Title VII ESEA Filipino Bilingual/Bicultural Education, 1977.)

Ang maliit na binhi

Ni Estrella Abracia Pineda

Sa ubod ng puso
 Ng maliit na binhi
Ay may nakatago
 Na halamang munti.

"Gising at harapin
 Ang sikat ng araw
Gising at simsimin
 Ang patak ng ulan!"

Nang ito'y marinig
 Ng halamang munti
Agad siyang lumitaw
 Na nagdudumali.

At pinagmasdan niyang
 Mata'y nakangiti
Ang mundong maganda
 At katangi-tangi.

Topic of story

This story is based on an old Chinese legend that recounts how day and night came about. In it, a man named Ho Yi shoots down eight of the nine suns in the sky. When only one remains, plants start growing on earth. When the sun hides behind the mountain, night falls. After reading the selection, the children are encouraged to discuss it to distinguish fantasy from fact, and to talk about legends and why they came about.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant cluster *kr*

Introduce consonant cluster *br*

Other: Writing/spelling words by syllable

Comprehension Skills

Recalling details; distinguishing fact from fantasy; locating information; making inferences

Vocabulary Skills

Language Development: Intensification of adjectives; number words (6-10)

Structural Analysis: Review *um* infix

Study Skills

Classifying words

Vocabulary

Review *noong unang panahon, wala, halaman, hindi, kailangan, gumawa, ilog, kung, paligid*

Introduce *langit, tubig, lang, pana, palaso, tumama, lumagpak, lupa, minsan, pagod, magtago, likod, bundok, madilim, gabi*

Materials

AABC: 1. Number cards (Level One, Identity Kit)

2. Teaching picture, "Day and Night" (p. 115)

3. Teaching pictures, "*br* Words"(pp. 116-118)

4. Student Worksheets (in Student Workbook):

"Using the New Words L19" (p. 44)

"Sequence" (p. 45)

"*br* Vocabulary" (p. 46)

"Spelling IX" (p. 47)

Other: index cards with vocabulary words

globe

flashlight or filmstrip projector

construction paper and masking tape

PREPARATION FOR READING

Introducing number words

Using the number cards provided in the Identity kit, review the words for 1 through 5, and teach the words for numbers 6 through 10. As each number is shown to the children, call attention to the word under the number and help the children read the word.

To reinforce and review the number concepts, do the following:

As you show a number, call on a child to ask the corresponding number of children to stand up.

Put the number cards on the chalk ledge. Draw a picture of an object/objects on the board. Call on a child to point to the card showing the number of objects on the board, or to write the numeral under the picture.

Write a number word on the board. Have a child read it and ask him/her to come to the board and write the numeral beside it.

Reviewing cluster *tr*

Write these two words on the board: *krus*, *krema*. Read the words to the children and ask what two sounds they hear at the beginning of the words. Call on some children to underline the initial consonant cluster *kr* in the words.

Say the words below and ask the children to repeat them after you. Have them identify the initial consonant cluster *kr*.

Say the words below and ask the children to repeat them after you. Have them identify the initial consonant cluster *kr*.

kristiyano, Kristo, kriminal, krisantemo, kristal, kromo, krudo, krus, krusipiho

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below you may use the method described in Notes to the Teacher to introduce vocabulary.

Introducing Vocabulary 1

Show the teaching picture "Day and Night." Have the children identify the two parts of the teaching picture. As they say *araw* and *gabi*, point to the words at the top. Ask them to name some differences between night and day.

Teach the words *gabi*, *langit*, *tubig*, *lupa*, and *bundok* while pointing to the words in the teaching picture. List the words on the board and have them read. Then write sentences using the words to establish meaning.

May araw sa langit.
May tubig sa ilog.
Mataas ang bundok.
Malamig sa gabi.
May mga halaman sa lupa.

Introducing Vocabulary 2

Elicit the following words in a discussion: *lang*, *minsan*, *pagod*, *magtago*, *likod*, *madilim*. The reading chart may look like this:

Madilim kung gabi.
Magtago tayo sa likod ng bahay.
Pagod si Mary.
Kung minsan, gusto niyang uminom ng gatas.
Isa lang ang kailangan ko.

Read the sentences to the children and or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Introducing Vocabulary 3/Reviewing *um* verbs

Write examples of *um* verbs on the board and use them in sentences, either orally or written on the board. Recall that *um* affixed to a root word turns the latter into an action word.

Introduce the words *tumama* (to hit) and *lumagpak* (to fall) as *um* verbs. Write the sentences below on the board, identifying the root and the affix in each verb.

Tumama ang bato sa bahay.
Lumagpak ang bola sa lupa.

Tell the children that the next selection will be about a man named Ho Yi who lived in China a long time ago. Write the name *Ho Yi* on the board and have it read. Mention that Ho Yi will be using a bow (*pana*) and some arrows (*palaso*) in the story. Write these words on the board, explaining their meaning or illustrating them if necessary. Write this sentence on the board and read it with the children: *May pana at palaso si Ho Yi.*

Reviewing Vocabulary

Before doing the worksheet activity, list all the new words on the board and have the children read them. Check comprehension by asking questions or by having the children use the words in sentences.

Student Workbook, page 44. "Using the New Words L19": Ask the children to identify the pictures at the top right hand side, to read the phrase beside it, and to trace the words underneath.

In the next selection, on the left, have them look at each picture, read the sentence beside it, and indicate whether or not the sentence describes the picture by putting a circle around *oo* or *hindi*. The next section on the right contains some sentences that have to be completed. Ask the children to underline the word that best completes each sentence.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Provide this background information about Ho Yi and the story: This story is set in China many many years ago. A man named Ho Yi is going to do something very important. For this he will need a bow and some arrows.

Allow the children to predict what heroic deed Ho Yi will do. Write the story title *Araw at Gabi* on the board. Have it and the page number located on the Contents page.

Silent Reading

Have the children read the pages indicated below. Ask the suggested comprehension questions.

Pages 42-43:

Kailan nangyari ang kuwentong ito? Aling mga salita ang nagsasabi sa atin?

Bakit mainit na mainit sa lupa?

Gusto ba ninyong tumira sa isang lugar na may siyam na araw?

Ano ang sinabi ni Ho Yi? Tama ba siya?

Ano ang ginawa niya? Ano kaya ang gagawin niya?

Page 45:

Para saan ginamit ni Ho Yi ang pana at palaso?

Ilang araw ang tinamaan niya?

Ano kaya ang mangyayari ngayon?

Pages 46-47:

Ano ang nangyari matapos tamaan ni Ho Yi ang walong araw?

Nagustuhan kaya ng mga tao ang ginawa ni Ho Yi?

Ano ang nangyari nang nagtago sa likod ng bundok ang araw?

Ano ang natutuhan ninyo sa kuwentong ito?

Totoo ba ang kuwentong ito?

Reading Follow-up

Discuss with the children whether this story is a true story or a make-believe story. Perceptive children may readily realize that it is an imaginary tale while others may not be able to distinguish between reality and fantasy. The latter should be guided to understand this concept. Explain that this story is called a legend (*alamat*), a make-believe story that people made up long ago to explain certain phenomena. Mention that later in the lesson, they will conduct an experiment to find out about night and day.

Ask the children to recall details in the story that are not possible. Compare this story with *Si Juan Tamad.* How are they similar? Compare it with *Ang Tren.* How are they different?

Student Workbook, Page 45. "Sequence": The children should read the first sentence and complete the story by cutting the four sentences on the bottom half of the worksheet in strips and arranging them in the correct sequence below the first sentence. The strips can then be glued to the top half of the worksheet, after which the children may draw a picture of the story on a separate piece of drawing paper.

BUILDING SKILLS

Introducing cluster *br*

Introduce the consonant cluster *br* following the same procedure given in previous lessons. Say the words *bata, bago, bahay* and ask the children what letter stands for the initial sound in those words. Write *b* on the board.

Do the same for the *r* sound: *relo, ritrato,* robot. Write *r* next to *b*.

Point to the br cluster and say: *Pakinggan ang ilang salitang nagsisimula sa kambal-katinig na ito.* Write *braso* on the board, read it for the children and have them read it aloud. Show the teaching picture that goes with the word. Show the picture for the words *brokuli* (broccoli) and *bruha* (witch) and say the words. Write the words *brokuli* and *bruha* under *braso* and have the words read.

Read the list of words below. Ask the children to raise their hands whenever they hear a word that starts with *br*. Have them repeat the word.

belo, brilyante, bromo, relo, brotsa (paint brush), *buwaya, bruha, bilin, blusa, bomba, braso, bronse*

Student Workbook, page 46. "*br* Vocabulary": Have the children identify the picture at the top, read the word *braso*, and trace the word.

For the next three rows, ask them to say the word for each picture, helping them say the words they don't know (Row 1: *bata, bruha, lalaki;* Row 2: *mani, ripolyo, brokuli;* Row 3: *pluma, brotsa, krus*). They should trace the letters br and circle each picture whose name starts with that cluster. For the bottom row, ask them to read the sentence on the left, and complete it by underlining the picture that will complete the sentence.

Intensifying adjectives

Note: Adjectives in Pilipino may be intensified through repetition. For an explanation, see Glossary of Linguistic Terms.

Write the sentences below on the board and have them read aloud. Ask the children if the two sentences mean the same. Lead them to realize that in the second sentence, Jimmy is VERY tired. This was expressed by repeating the word pagod.

Pagod si Jimmy.
Pagod na pagod si Jimmy.

Provide other examples, such as:

Malaki ang bahay nila.
Malaking-malaki ang bahay nila.
Mainit ang panahon.
Mainit na mainit ang panahon.

As the sentences are read, point out that the repetition of the words *malaki* and *mainit* expresses an intense description. Call attention to the linkers *-ng* and *na*. Mention that these two are used to connect the repeated words: *-ng* is attached to an adjective that ends in a vowel sound and a hyphen is used in writing to connect the two words; *na* is used with an adjective that ends with a consonant sound and is written as a separate word.

Orally, present a sentence to the children and have them transform it by intensifying the adjective. Example:

Teacher: *Malamig sa labas.*
Child: *Malamig na malamig sa labas.*

Reviewing the glottal stop

Show the pictures used in Lesson 16 to review the glottal stop (*tunog na paimpit*). Recall that the glottal stop is a consonant sound (*tunog na katinig*) that distinguishes meaning in certain pairs of words. Have the children say the words for the pictures, noting the final glottal stop in some of the words. Review the fact that no letter is used to represent this sound.

Write these sentences on the board. Have the children determine from context the correct pronounciation of the italicized word in the sentence.

Nakasabit sa banyo ang BATA.
Nasa paaralan ang BATA.
Siya si Mr. PUNO.
Malaki ang PUNO.

Note: When a word with a final glottal stop comes in the middle of a phrase or sentence, the glottal stop is lost or omitted. Show this phenomenon to the children by writing the sentences below on the board. Ask the children to listen to the glottal stop in the word *bata'* in both sentences. Note that in the second sentence, the word loses its final glottal stop.

Maganda ang bata.
Nandoon ang bata sa bahay.

Spelling

Student Workbook, page 47. "Spelling IX": In the first column, ask the children to write the missing three sounds (CVC) at the beginning of the words. In the second column, both syllables in the word contain a CVC combination. Have the children trace the letters of the missing syllable. Define words that may not be familiar to the children. At the end of this task, call attention to the fact that both syllables in the words in the second column have three sounds each. Ask the children to point them out in each word.

KEY: *tatlo, karne, ginto, tinda*
bundok, hardin, lagnat, pinsan

ADDITIONAL ACTIVITIES

Classifying Words

Duplicate the exercise below or write it on the board. Ask the children to read the words in each column and cross out the ones that don't belong in that column.

HAYOP	DAMIT	PAGKAIN	SASAKYAN	TAO
baka	*kapote*	*gulay*	*larawan*	*guro*
baboy	*baro*	*mais*	*eroplano*	*lola*
pusa	*tatay*	*prutas*	*kotse*	*tiyo*
bahay	*botas*	*regalo*	*trak*	*mata*
aso	*apat*	*itlog*	*tren*	*panahon*
manok	*ilog*	*eroplano*	*gusali*	*bata*

ENRICHMENT

Science experiment

You will need a globe, a flashlight or filmstrip projector, construction paper (two colors), and masking tape.

Display the globe to the childen and say that it represents our planet earth. Locate the United States and mark it with a piece of colored construction paper (e.g., red), using masking tape on the back. Locate the Philippines and mark it with another piece of construction paper (e.g., white).

Explain to the children that while the earth may seem to be standing still, it actually spins very slowly like a top. Show this by rotating the globe. Explain that the earth also moves around the sun.

Darken the room. Hold a flashlight and shine it on the globe, or turn on the projector and hold the globe in front of it. The light represents the sun. Spin the globe around slowly. Ask these quesions during the experiment:

Nasaan ang Amerika? Palagi bang may araw sa Amerika habang umiikot ang mundo?

Bakit hindi maaaring maarawan nang sabay-sabay ang buong mundo?

Paano kaya sa kabilang dako ng mundo? Anong oras kaya doon?

Kapag araw sa Amerika, anong oras sa Pilipinas?
Kapag araw sa Pilipinas, anong oras sa Amerika?
Bakit may kaibhan?

Based on the information gathered from the experiment, discuss why the legend they read about day and night could not possibly be true. Could there really be nine suns? What would it be like? Could anything grow or people live?

Oral Language

Have the children dramatize the story *Araw at Gabi*. Assign children to play Ho Yi, the suns, the people, plants etc.

Pantomime

Ask the children to pantomime activities that they do during the day and night. Have the others in the group guess what they are.

Topic of story

Pollution, its cause, and possible measures to control it are the topics of this lesson. The selection in the reader poses several questions that should encourage the children to think critically about pollution and littering. After reading each page, a discussion should follow about the different types of pollution we face in our environment and what we can do about them.

Skills to be developed

Word Study Skills

Phonic Analysis: Review consonant clusters *kr* and *br*

Other: Writing/spelling words by syllable

Comprehension Skills

Predicting outcomes; recognizing cause and effect; making inferences; recognizing main ideas; interpreting sentences

Vocabulary Skills

Language Development: number words (6-10)

Structural Analysis: Review-all prefixes learned

Study Skills

Finding titles

Vocabulary

Review *tubig, kung, paligid, natin*

Introduce *mangyayari, marumi, hangin, maingay*

Materials

AABC:
1. Number cards (Level One, Identity kit)
2. Student Worksheets (in Student Workbook):

   "*kr/br* Words" (p. 48)

   "Using the New Words L20" (p. 49)

   "Understanding Sentences" (p. 50)

   "Root Words II" (p. 51)

   "Spelling X" (p. 52)

   "Vocabulary Review III" (p. 53)

Other: picture of polluted area

picture of non-polluted area

drawing paper

PREPARATION FOR READING

Reviewing numbers

Show the number cards (6-10) used in Lesson 19 and review the number words. Write the sentences below on the board or on strips of paper:

Anim ang bahay sa paligid namin.
Nakita ko ang walong bata sa paaralan.
Siyam na kotse ang nasa labas.
Pito ang kaibigan ko.
May sampung larawan sa klase natin.

Have the first sentence read. Ask a child to point to the number word. Have another child write the corresponding numeral on the board. Continue with the other sentences.

Reviewing cluster *kr* and *br*

Write the rows of words below on the board. Pronounce the two words in each row. Ask the children to point to the word that has the cluster *kr* or *br*.

krus,	*kabayo*
braso,	*baso*
kahit,	*krema*
brokuli,	*botas*
bilog,	*broma*
kung,	*krus*

Student Workbook, page 48. "*kr/br* Words": Ask the children to say the word for each picture. They are to circle the consonant cluster that the word starts with.

KEY: *krus, braso, brotsa, krema*
brokuli, kris, bruha, krisantemo

Note: If the children can decode and comprehend words and do not need visual or oral reinforcement as suggested in the activities below, you may use the method described in Notes to the Teacher to introduce vocabulary.

Introducing Vocabulary

Elicit the following words in a discussion: mangyayari, marumi, hangin, maingay. The reading chart may look like this:

Ano ang mangyayari sa paaralan?
Marumi ang tubig.
Eto na ang hangin.
Maingay sa loob ng klase.

Read the sentences to the children and/or help them read the sentences themselves. Show the vocabulary words on index cards and have the children find the words in the sentences by framing them.

Reviewing Vocabulary

Student Workbook, page 49, "Using the New Words L20": Ask the children to read the first sentence, then to match it with the correct picture by drawing a line. Have them underline the new vocabulary word *hangin* in the sentence and trace it below. Do the same for the other sentences.

In the bottom section, have the question read. Let the children tell you what is happening in the picture. Ask them what will happen next. Have them draw it in the blank frame.

To practice and reinforce vocabulary, play any of the games suggested on pages 78-79.

READING

Setting the Purpose

Show a picture of a polluted area and a picture of a non-polluted area. Ask the following questions:

Sabihin ang salitang KARUMHAN na kasabay ko. Ano ang naisip ninyo kapag narinig ninyo ang salitang ito?

Ito ay isang lugar na may karumhan. (Show the picture of polluted area.) Ito ay isang lugar na walang karumhan. (Show picture of non-polluted area.) Bakit marumi ang lugar na ito? Bakit hindi marumi ang lugar na ito?

Ano ang ibig sabihin ng KARUMHAN?

Inform the children that in the next story, they will be reading about pollution. Ask them to think carefully as they read each page. Write the story title *Ano ang Mangyayari?* on the board and have it and the page number located on the Contents page.

Silent reading/Discussion

Accompany the silent reading of each page with a discussion. Touch upon the possible consequences of pollution and littering, the causes of pollution and what people might do to control or prevent it. Encourage critical thinking in the discussion. Ask the questions below.

Page 48:

Bakit marumi ang hangin sa larawang ito?

Kung masyadong maraming usok, alikabok at dumi sa hangin, bakit masama para sa atin/para sa mga halaman?

Ano ang maaari nating gawin tungkol sa karmhan sa hangin?

Page 49:

Bakit marumi ang tubig sa larawang ito?

Ano ang mangyayari sa mga hayop at halaman sa tubig?

Ano ang maaari nating gawin tungkol sa karumuhan sa tubig?

Page 50:

Gusto ba ninyong makita ito sa inyong paligid?

Ano ang amoy ng basura?

Sino ang palaging nagkakalat? Bakit nagkakalat ang mga tao?

Ano ang dapat gawin tungkol sa pagkakalat?

Page 51:

Ano ang mangyayari kung palaging maingay sa paligid?

Anu-anong mga problema ang naibibigay ng ingay sa mga tao?

Anu-anong makina o sasakyan ang maingay?

Page 52:

Mangyayari kaya ito?

Kung mangyayari ito, paano mabubuhay ang mga tao, hayop at halaman?

Ano ang maaari nating gawin para hindi ito mangyari?

Reading Follow-up

Ask the children to set up guidelines for people to follow in order to prevent pollution and littering. Ask what children can do to help and why it is important to do it now. Make a list of the children's sugestions on the board.

Student Workbook, page 50. "Understanding Sentences": Ask the children to look at and examine the six pictures. They show different types of pollution. Have the sentences describing the pollution in the pictures read. Ask the children to match each picture with the sentence describing it by drawing a line from the picture to the big dot beside the sentence. Note that some pictures may be described by more than one sentence. Example: Picture no. 2 shows both noise and air pollution.

BUILDING SKILLS

Contents page

Pass out the readers again and have the children open them to the Contents page. Recall the information that the Contents page gives us.

Ask the following questions and have the children read aloud the title that answers each question. Then ask them to tell you what the page number is. To verify their answers, they may turn to the page number indicated.

Sa aling kuwento natin napag-aralan kung paano nakakakita ang mata natin? (Ang mga Mata Natin, page 20)

Sa aling kuwento natin nakilala ang isang batang tamad? (Si Juan Tamad, page 31)

Sa aling kuwento natin napag-aralan ang tungkol sa mga tren? (Ang Tren, page 16)

Aling kuwento ang nagsabi sa atin tungkol sa pagkain. (Anong Pagkain ang Kailangan Nila?, page 1)

Sa aling kuwento pinana ni Ho Yi ang walong araw? (Araw at Gabi, page 42)

Sa aling kuwento tayo nanghula ng mga sagot? (Mga Bugtong, page 25)

Reviewing affixes

Cite examples of words with affixes introduced thus far in the program on the board. Use the words in sentences, identify the affixes and root words, and explain what happens to the root word when a particular affix is added to it.

Affix	Parts of Speech	Example
ma-	adjective	*MAlamig*
mag-	verb	*MAGlaro*
mag-	noun	*MAGpinsan*
ka-	noun	*KAsama*
taga-	adjective	*TAGA-Pilipinas*
-an/-han	noun	*tindaHAN*
-um-	verb	*gUMawa*
naka-	adjective	*NAKAbotas*

Student Worksheet, page 51. "Root Words II": Have the children read the pairs of words in each box on the upper half of the worksheet and underline part/s in the second word that make it different from the first word. Then they should read each sentence below and underline the word that will complete it. Call attention to the root word *laro* and the different affixes it has in the first three sentences. Discuss the different meanings the root word has taken with the addition of these affixes.

Recognizing the main idea

Duplicate the worksheet exercise below:

Pumunta si Juan sa labas.
Wala siyang makita.
Madilim ang paligid.
Walang tao sa labas.

Ang Araw sa Langit
Isang Gabing Madilim,
Maraming Tao sa Labas

Gustong lumangoy nina Ben at Luis.
Pumunta sila sa may ilog.
Nakita nila ang mga kaibigan nila.
Lumangoy, kumain at naglaro sila.

Ang Mahabang Ilog
Sa May Ilog
Ang Isda sa Ilog

Ask the children to read each story and the three titles below it. Have them draw a line under the best title for each story. Discuss why they made those choices.

Spelling

Student Workbook, page 52. "Spelling X": The final writing worksheet provides an example of each sound/letter combination for syllables. Ask the children to say the names of the pictures and to write/spell the words. No examples or letters to be traced are provided. If desired, give the children other words to spell on a separate piece of writing paper to augment this worksheet.

KEY: *gulay, kanin, sine, guro*
bangka, bundok, baboy, sayaw

ADDITIONAL ACTIVITIES

Interpreting sentences

Write the sentences below on strips of paper. Each child should get one strip. Have him/her glue the strip to the top of his her/drawing paper and read the sentence. S/he can then draw a picture illustrating the sentence.

Mabilis at mahaba ang tren.
Mahalaga ang mga halaman at hayop sa buhay natin.
Gumawa ang bata ng taong isno.
Ito ang mangyayari kung marumi ang paligid.
Sarisaring bahay ang nasa paligid ko.

Study Skills Practice

Student Workbook, page 53. "Vocabulary Review III": Have the children read the words in each box to themselves. Say one of the words and ask the children to underline the word you said.

KEY:
Row 1: *maingay, hangin, siyam*
Row 2: *langit, guro, kahit*
Row 3: *braso, nagsulat, ikaapat*
Row 4: *ilog, ninyo, mangyayari*

ENRICHMENT

Listening

Invite a guest speaker to the classroom to talk about pollution and its prevention. To make this activity more effective, encourage the children to prepare a list of questions they may ask the guest speaker after his/her talk. The talk may also be recorded on tape so the children can listen to it again.

Oral Language

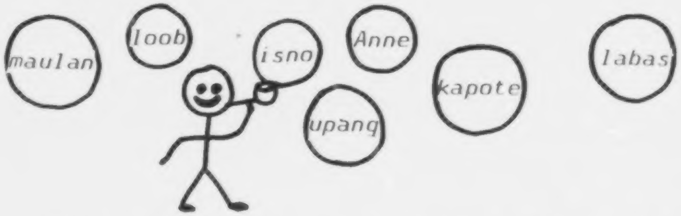
Write the following open-ended statements on the board. Have a child choose one and ask him/her to read it aloud, finish the statement, and elaborate on it.

Kung marumi ang bahay...
Kung may basura sa paligid...
Kung maingay sa klase...
Kung marumi ang tubig na iniinom natin...

Reinforcement Games
Mga Larong Pampagsasanay

Reinforcement games

1. Draw this on the board:

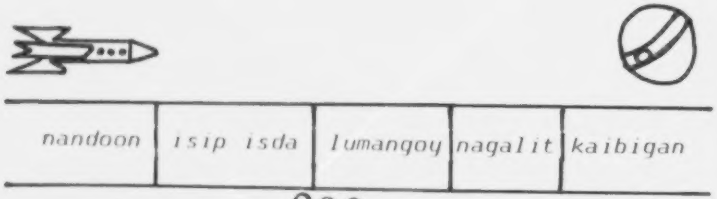


Write a vocabulary word in each bubble. Call on a child to read a word. If s/he reads it correctly, s/he can "pop" the bubble by erasing it. When all the words are read, more bubbles with other vocabulary words for review may be drawn.

2. Draw a picture of a long train on the board. Draw the same number of windows as there are children in the group. If the group is small, draw two or three windows for each child.

Hold up a card on which you have written a vocabulary word. Call on a child to read it. If s/he reads the word correctly, s/he can come to the board and draw his/her face or write his/her name in one of the windows.

3. Draw a rocketship on a piece of tagboard. Then draw a path to the moon on the board. Divide it into boxes. Write a vocabulary word in each box on the path. It may look like this:



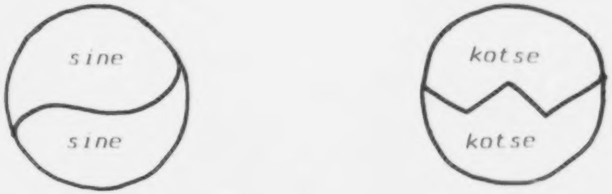
Say: *Pumunta tayo sa buwan. Hindi natin mararating ang buwan kung hindi ninyo mababasa ang mga salitang ito.* As a child reads a word, erase it and put the rocketship (use masking tape on the back of the picture) in its place in the box. Continue until the rocketship reaches its destination.

4. Play a Word Hunting game. Run off ditto copies of the list of vocabulary words for review.

Hide one or two sets of cards with the vocabulary words written on them around the room. Have each child hunt for the words using his/her list as a guide. Whoever finds the most cards wins the game. Ask each child to read the words on the cards s/he found.

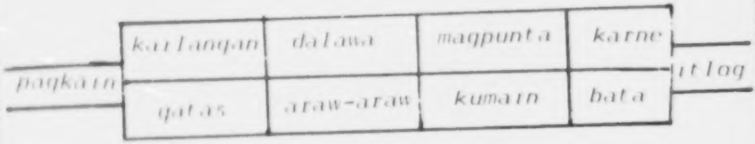
5. Draw a row of ducks on the board and write a vocabulary word under each duck. Give a child a rubber dart. If s/he hits a duck, s/he must read the word under it. When a word is read correctly, erase it and write another word for review in its place.

6. Cut circles out of construction paper or tagboard. Print a vocabulary word on a circle twice: once on the upper half of the circle, and once on the lower half. Cut each circle in half as shown on the figures below:



Put all the top halves together in one box. Distribute the lower halves to the children. Draw a top half from the box and have the word read. Ask which child has the lower half. Have him/her come to the teacher, fit his/her half with the teacher's half, and read the word aloud.

7. Play a Word Hopscotch. Draw the diagram below on the board, writing one word in each box. Ask a child to read a word and to erase the word after reading it. After all the words are read, use a new set of words.



Evaluative Test and Reading Skills Checklist

Pagsusulit na Pahalga at Talaan ng mga Kasanayan sa Pagbasa

Evaluative Test and Student Profile

This evaluative test for the Needs units consists of four parts: 1) word recognition; 2) knowledge of initial consonant clusters; 3) knowledge of affixes; and 4) story comprehension. While it is meant to evaluate the children's mastery of the skills taught in the Needs units, it can also be used for pre- and post-testing purposes. The teacher should administer it on a one-to-one basis.

The test worksheets may be found in the Student Workbooks. These require the child to underline words, write letters and words in blanks, read a story, and answer questions orally.

A Student Profile is provided for the teacher to record each child's progress. The profile covers both reading and oral language skills. Note that some of the entries on the profile are capitalized, some are not. Those capitalized stand for skills that were tested in the evaluative test. The other skills are to be observed by the teacher. Put a check mark opposite the child's name if s/he meets minimum requirements. Put an X if s/he does not meet minimum requirements.

Test I. Word Recognition (20 points)

Instructions

1. Say: *Sasabihin ko ang isa sa tatlong salitang nasa bawat kahon. Pagkatapos, gagamitin ko sa pangungusap ang salita. Salungguhitan ang salitang sinabi ko. Tingnan ang lahat ng mga salita sa kahon bago mo markahan ang sagot mo.*

2. Say each word below; read the sentence that goes with it; repeat the word. Make sure the child is marking his/her answer in the right row and the right box.

Row 1	*itlog:*	Kumain ng *itlog* araw-araw.
	sarisari:	*Sarisaring* mga pagkain ang binili niya.
	kapote:	Magsuot ng *kapote* kung umuulan.
	tinapay:	Gusto ko ng masarap na *tinapay.*
	malayo:	*Malayo* ang nararating ng mga eroplano.
Row 2	*baboy:*	Kumakain ng mais ang mga *baboy.*
	bundok:	Mataas ang *bundok.*
	paano:	*Paano* kayo pumunta sa Amerika?
	gusali:	Nakita ko ang matataas na *gusali.*
	uminom:	Kailangan nating *uminom* ng gatas araw-araw.
Row 3	*hayop:*	Maraming *hayop* sa bukid.
	karne:	Kumain tayo ng *karne.*
	apartment:	Nakatira sila sa isang *apartment.*
	likod:	Nasa *likod* ng bahay ang mga bata.
	nararating:	Malayo ang *nararating* ng mata natin.

Row 4 *lumagpak:* *Lumagpak* ang plato sa sahig.

magtago: Gusto nilang *magtago* sa ilalim ng mesa.

iyon: Libro ko *iyon*.

bumili: *Bumili* ang tatay ng prutas.

pagod: *Pagod* na pagod ang mga tao pagkatapos magtrabaho.

Test II. *Knowledge of Consonant Clusters* (12 points)

Instructions

1. Say: *Tingnan ang larawan sa kahon. Sasabihin ko ang pangalan ng larawan. Tingnan ang mga titik sa ilalim ng larawan. Bilugan ang mga simulang titik ng salita.*
2. Identify each picture as follows:

Row 1 *TRak, BRaso, PRinsipe*

Row 2 *BRokuli, PRutas, KRus*

Row 3 *PRinsesa, BRuha, KRema*

Row 4 *TRono, TRen, BRotsa*

Test III. *Knowledge of Affixes* (5 points)

Instructions

1. Say: *Basahin ang mga "salita" sa itaas. Idadagdag natin ito sa mga salitang-ugat sa ibaba.*

2. Ask the child to look at the picture in each row. Have him/her read the root word beside it and choose the affix at the top which can be added to the root word to tell about the picture. Say: *Alin ang idadagdag natin sa salitang-ugat na ito na magsasabi sa atin tungkol sa larawan?*

Row 1 NAKA*kapote*

Row 2 *l*UM*angoy*

Row 3 MA*rumi*

Row 4 NAG*luto*

Row 5 *k*UM*ain*

Test IV. *Story Comprehension* (10 points)

Instruction

1. Ask the child to read the story silently.
2. Afterwards, ask these questions to test comprehension skills: (Note: Give one point for each correct response. For questions that require inferring information or predicting outcomes, the child's response should be similar or fairly close to the expected response/responses in parenthesis.)

   a. Determining main idea

   Tingnan ang tatlong pamagat sa ibaba. Alin ang pinakamagandang pamagat para sa kuwentong ito? ("Nagpasyal ang Manok")

b. Recalling details

Saan nakatira ang manok? (Sa isang malaking bahay)

Anu-anong mga hayop ang nakita niya sa labas? (baboy, kabayo, baka)

Saan siya pumunta? (sa tindahan)

Ano ang binili niya? (tinapay)

c. *Making inferences*

Kumusta ang panahon sa labas? Paano mo nalaman? (umuulan; nakakapote ang manok)

d. Locating information

Basahin ang mga salitang nagsasabi kung ano ang nasa loob ng bahay. (sa loob ng bahay niya, may anim na itlog.)

Basahin ang mga salitang nagsasabi kung ano ang nakita ng manok pagbalik niya sa kaniyang bahay. (Apat na itlog!)

e. Predicting outcome

Ano kaya ang nangyari nang nakita niya na may kulang na dalawang itlog (Give one point for any acceptable response.)

f. Determining fact or fiction

Totoo ba ang kuwentong ito? Bakit o bakit hindi? (Hindi totoo; hindi nakatira ang mga manok sa bahay; hindi nagsasalita ang mga manok; ETC.)

3. If desired, you may ask the child to read the story orally to check oral reading skills.

TOTAL POINTS: 47

Vocabulary List (Needs)

The following are words introduced in the Level One Needs units. The child should demonstrate the ability to recognize and understand at least 80% of these words.

A anim
apartment
araw-araw

B bagay
bato
buhay
bumili
bundok
buto

K kabayo
kadena
kahit
kailangan
kanin
kapote
karne
kotse
kumain
kung

D dala
damit
din
diyaket

G gabi
gatas
gulay
gumawa
guro
gusali

H halaman
hangin
hayan
hayop
hila-hila
hindi

I ikaapat
ikalawa
ikalima
ikatlo
ilog
isda
isip
isno
itlog
iyo
iyon

L labas
lang
langit
larawan
likod
loob
lumaki
lumagpak
lumangoy
lumusog
lupa

M mabilis
makikita
makina
makita
madilim
magaling
magpasyal
magtago
mahaba
mahalaga
mainit
mingay
mais
malamig
malayo
manok
mangyayari
marumi
maulan
minsan

N nakatira
nagalit
namin
nandoon
nararating
natin

P pa
paano
pagod
palaso
pana
paligid
panahon
pito
po
prutas

S sampu
sari-sari
sine
siyam
sumakay

T tinapay
tren
tubig
tumama

U uminom
una
upang

W wala
walo

Phonics

prinsipe
prinsesa
prutas

trak
trono

apoy
baboy
kahoy

krus
kris
krema

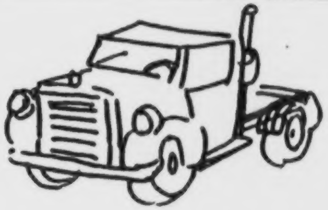
braso
brokuli
bruha

STUDENT PROFILE (Needs)

STUDENT	READING																	ORAL LANGUAGE				
	Word Study					Comprehension						Vocabulary		Study								
✓ meets minimum requirements × does not meet minimum requirements	RECOGNIZES VOCABULARY	RECOGNIZES CONSONANT CLUSTERS	Recognizes diphtongs	Recognizes vowels and consonants	Spells words by syllable	RECALLS DETAILS	LOCATES INFORMATION	DERIVES INFORMATION FROM PICTURE CLUES	MAKES INFERENCES	RECALLS MAIN IDEAS	SUMMARIZES INFORMATION	RECOGNIZES ROOTS & AFFIXES	Builds sentences with phrases	Alphabetizes	Follows oral directions	Classifies words	Locates book parts	Identifies him/herself	Describes objects in environment	Participates in role-playing and dramatizations	Expresses him/herself in discussions	Reads orally

Test Worksheets
Mga Pampagsusulit na Gawaing-papel

itlog ilog isda	sampu sarisari sine	kadena kapote kanin	tumama tubig tinapay	mahaba malayo marumi
gulay baboy araw	bundok buhay buto	palaso pana paano	gabi guro gusali	uminom una upang
hayan hangin hayop	kung kotse karne	anim apartment apat	langit lupa likod	nararating nandoon nakatira
lumangoy lumagpak lumaki	magtago magpasyal magaling	wala mais iyon	sumakay gumawa bumili	pagod loob walo



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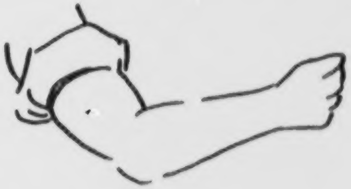

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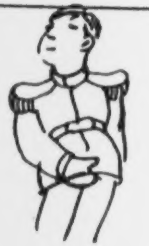

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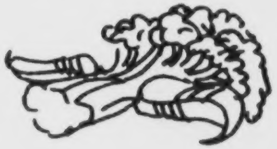

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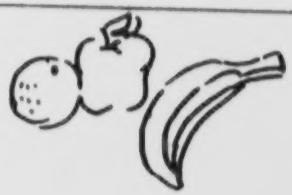

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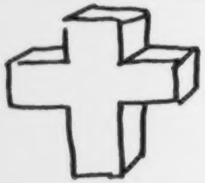

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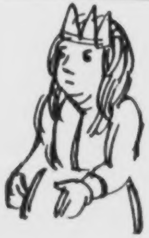

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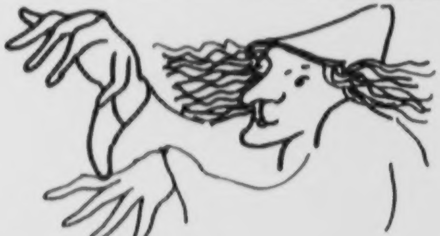

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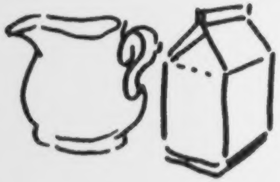

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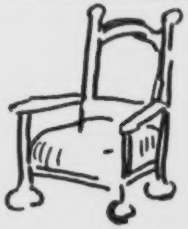

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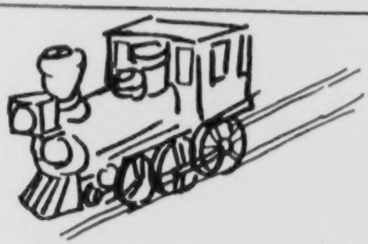

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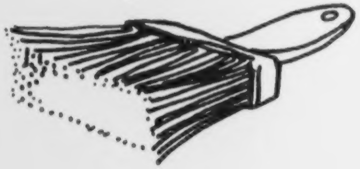

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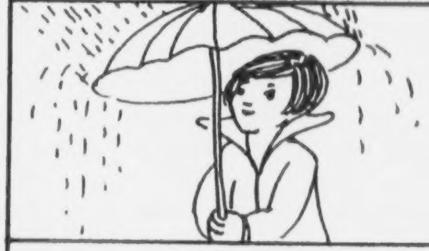
naka	ma	um	nag



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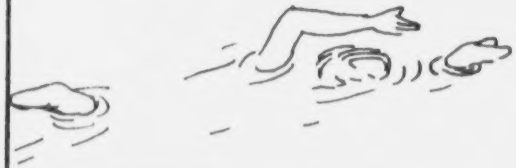
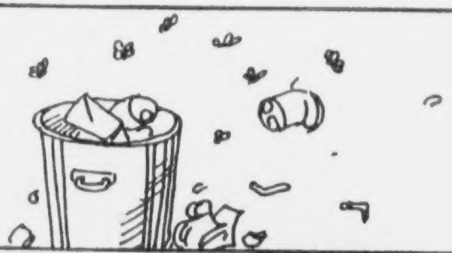
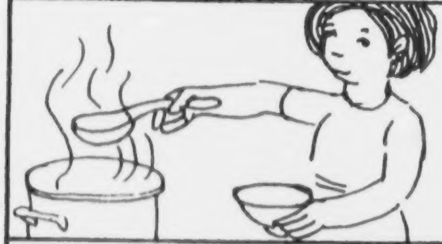


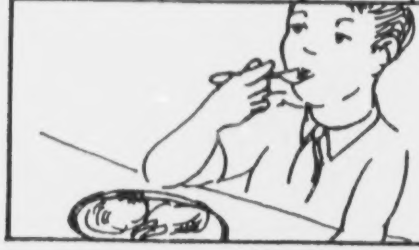
L __________ angoy



__________ rumi



__________ luto ang nanay.



k __________ main

Noong unang panahon, may isang manok na nakatira sa malaking bahay. Sa loob ng bahay niya, may anim na itlog.

Isang araw, nagpasyal ang manok sa labas. Nakakapote siya. Nakita niya ang mga hayop. Nandoon ang baboy, ang kabayo at ang baka. Naglakad siya papunta sa tindahan. Doon, bumili siya ng tinapay.

Naglakad siya papunta sa bahay niya. Ano ang nakita niya? Apat na itlog!

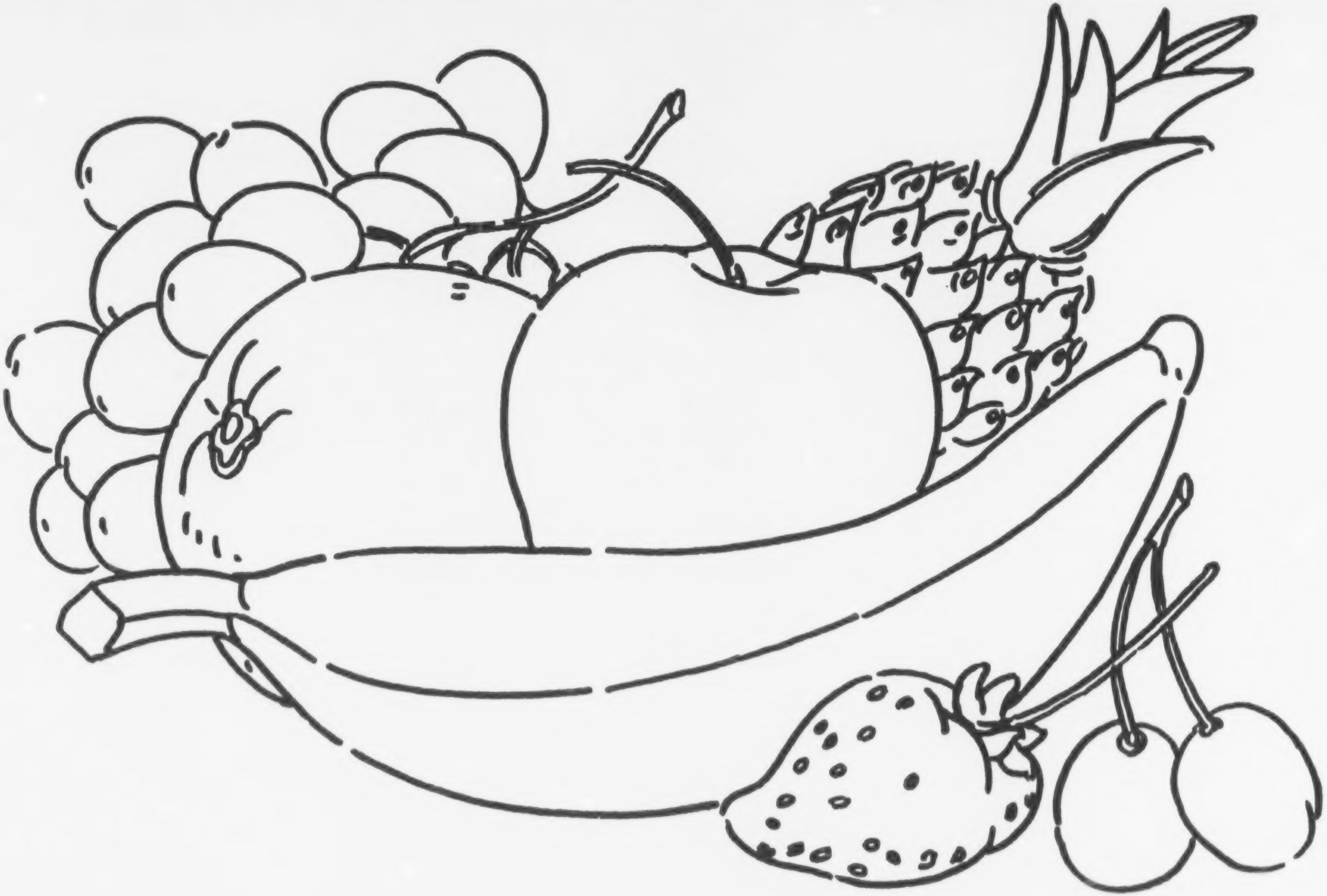
“Naku!” ang sabi niya. “Nasaan ang dalawang itlog?”

Nakakapote ang Manok
Nagpasyal ang Manok
Ang Bahay ng Manok

RESOURCE MATERIALS

HANGUAN NG MGA KAGAMITAN

Materials for Unit 1
Mga Kagamitan para sa Yunit 1



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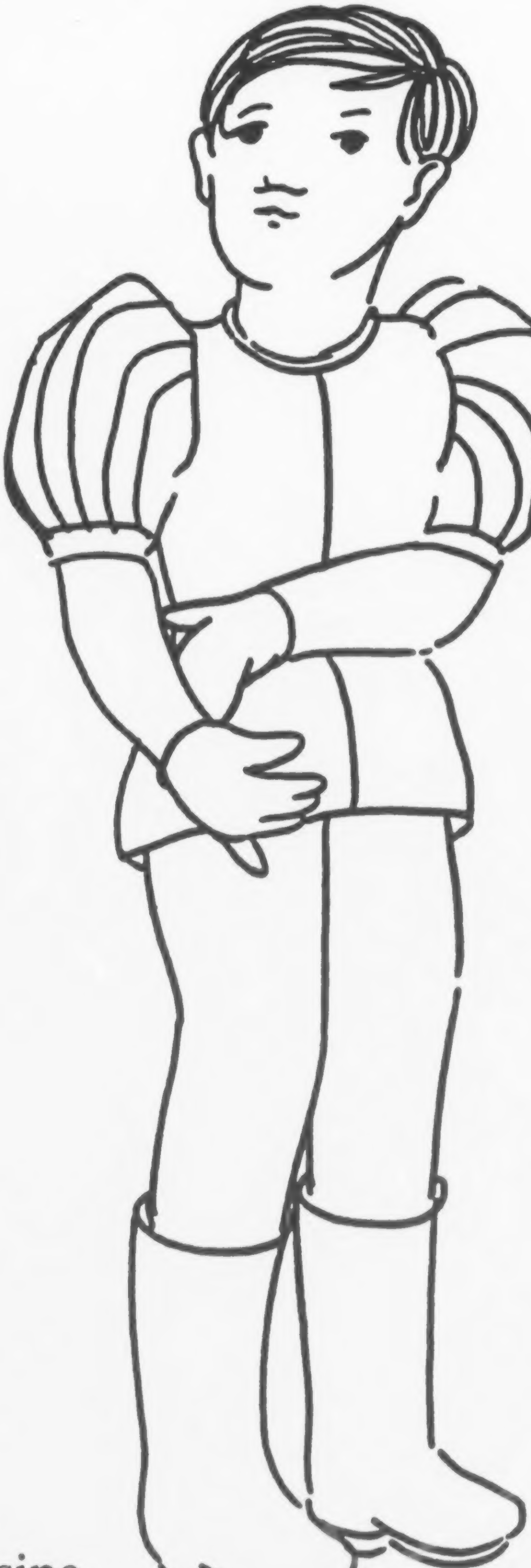

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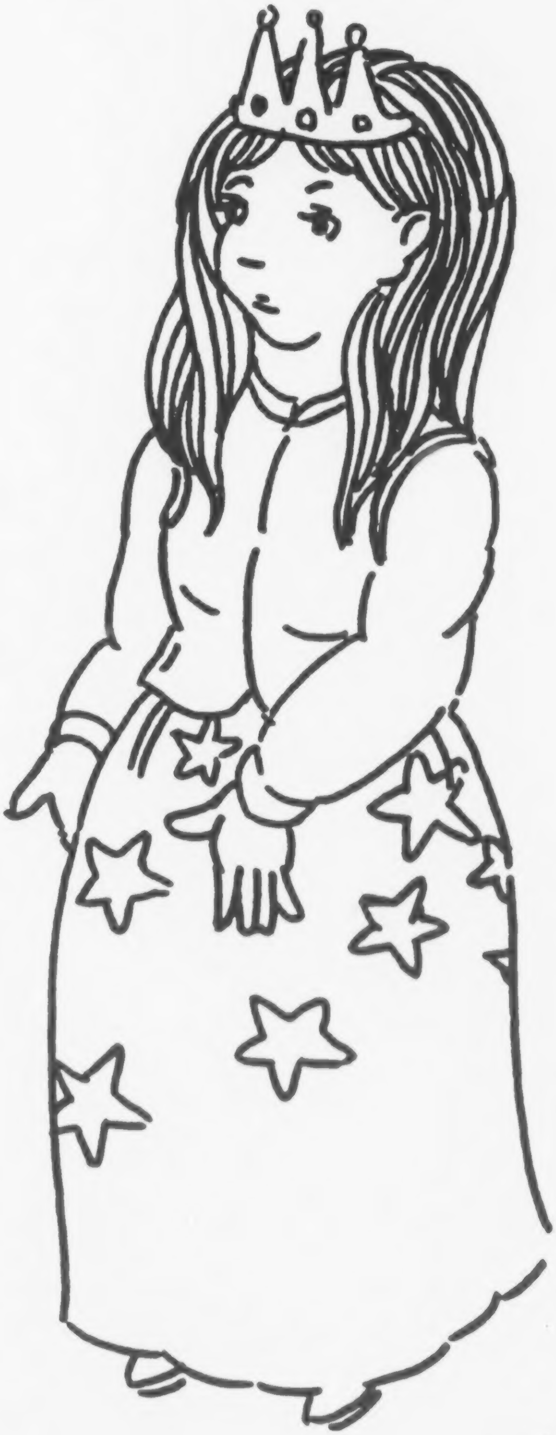

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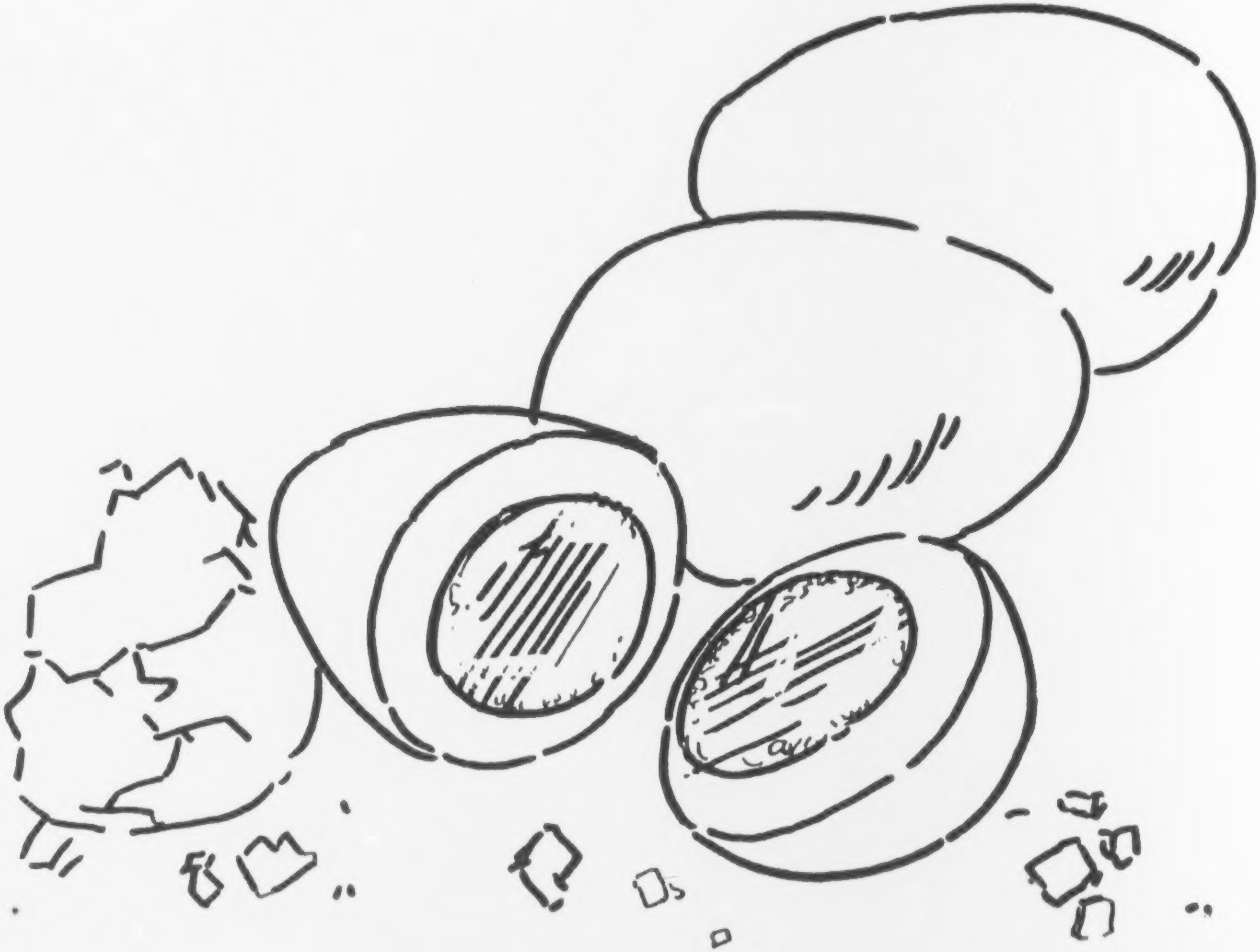
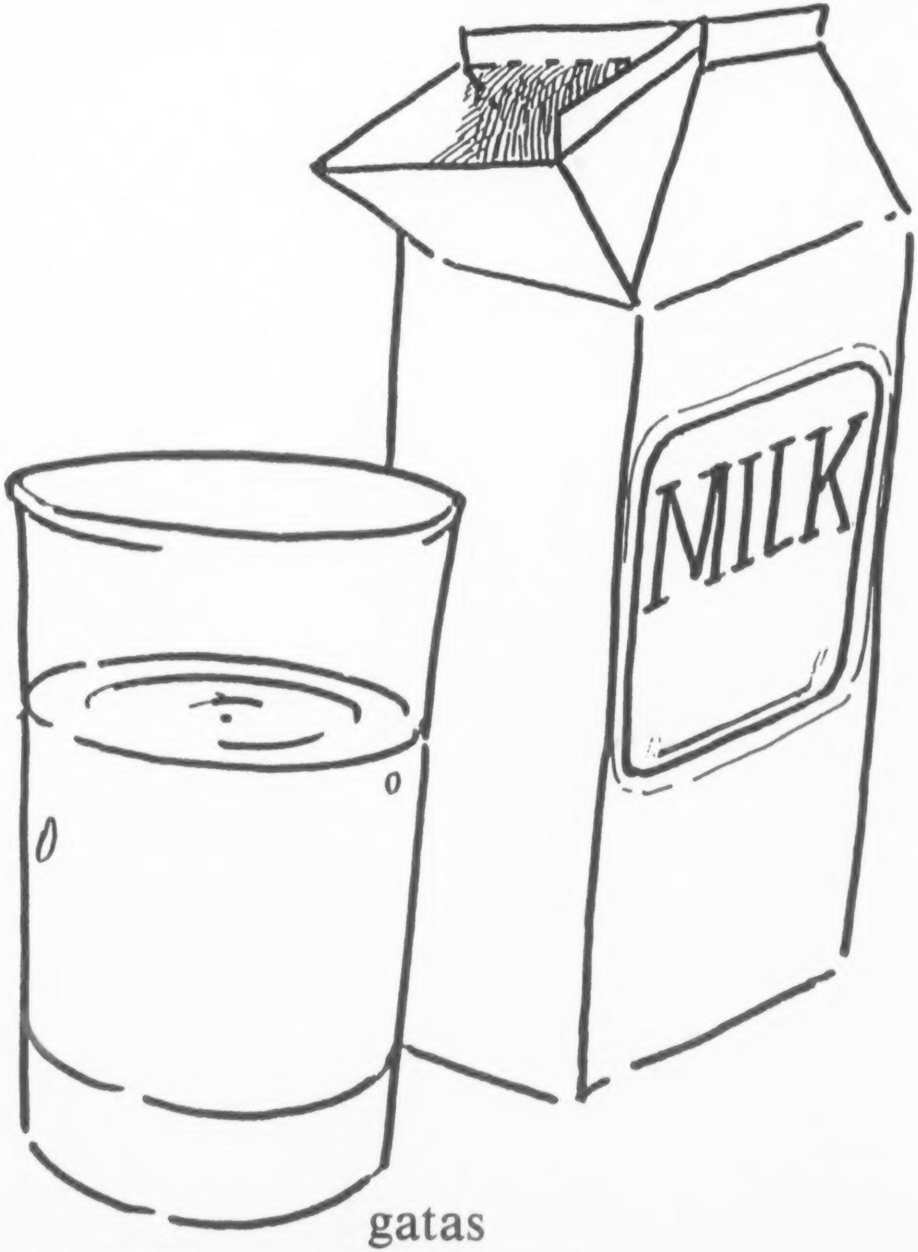


266 itlog 267



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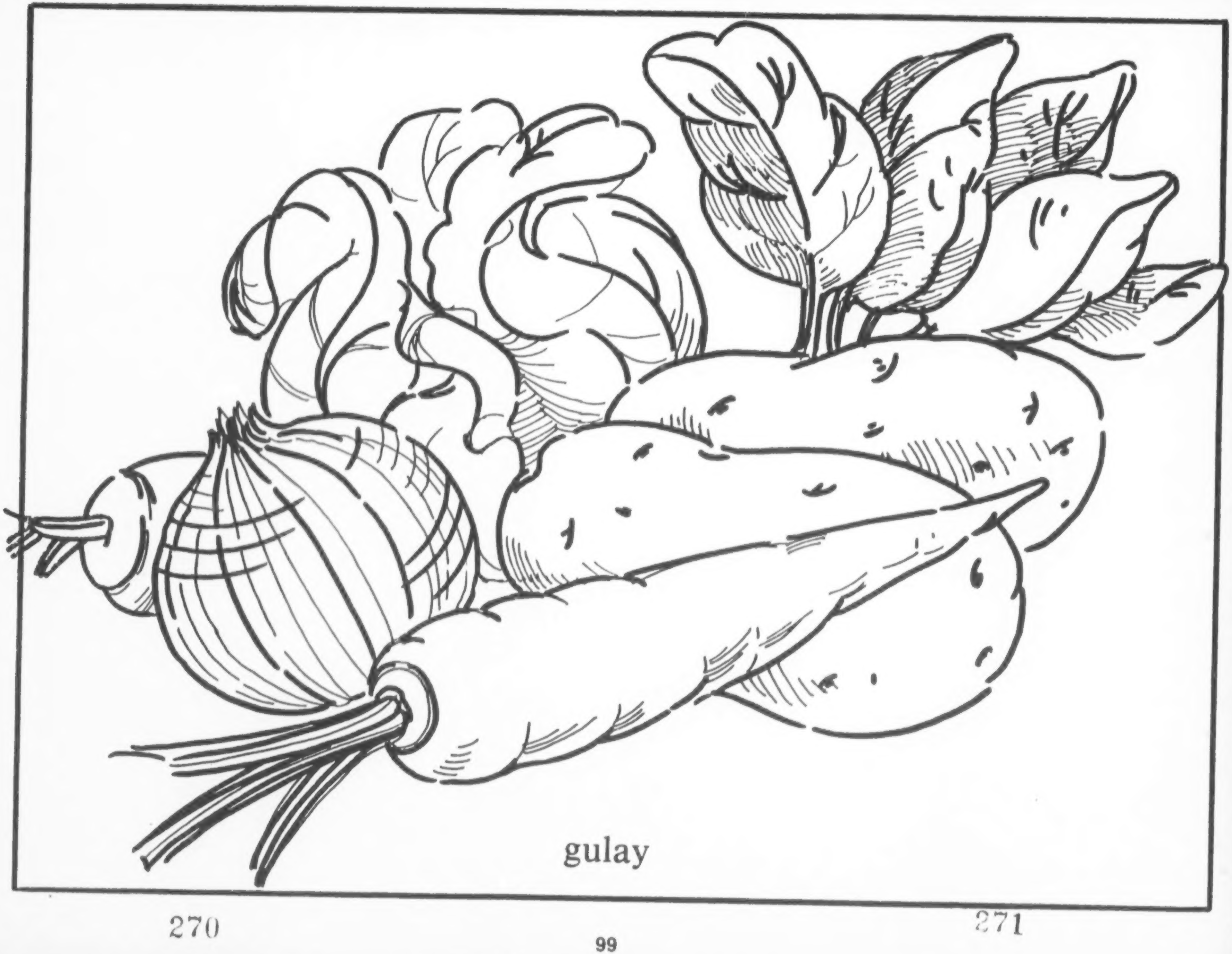

gulay

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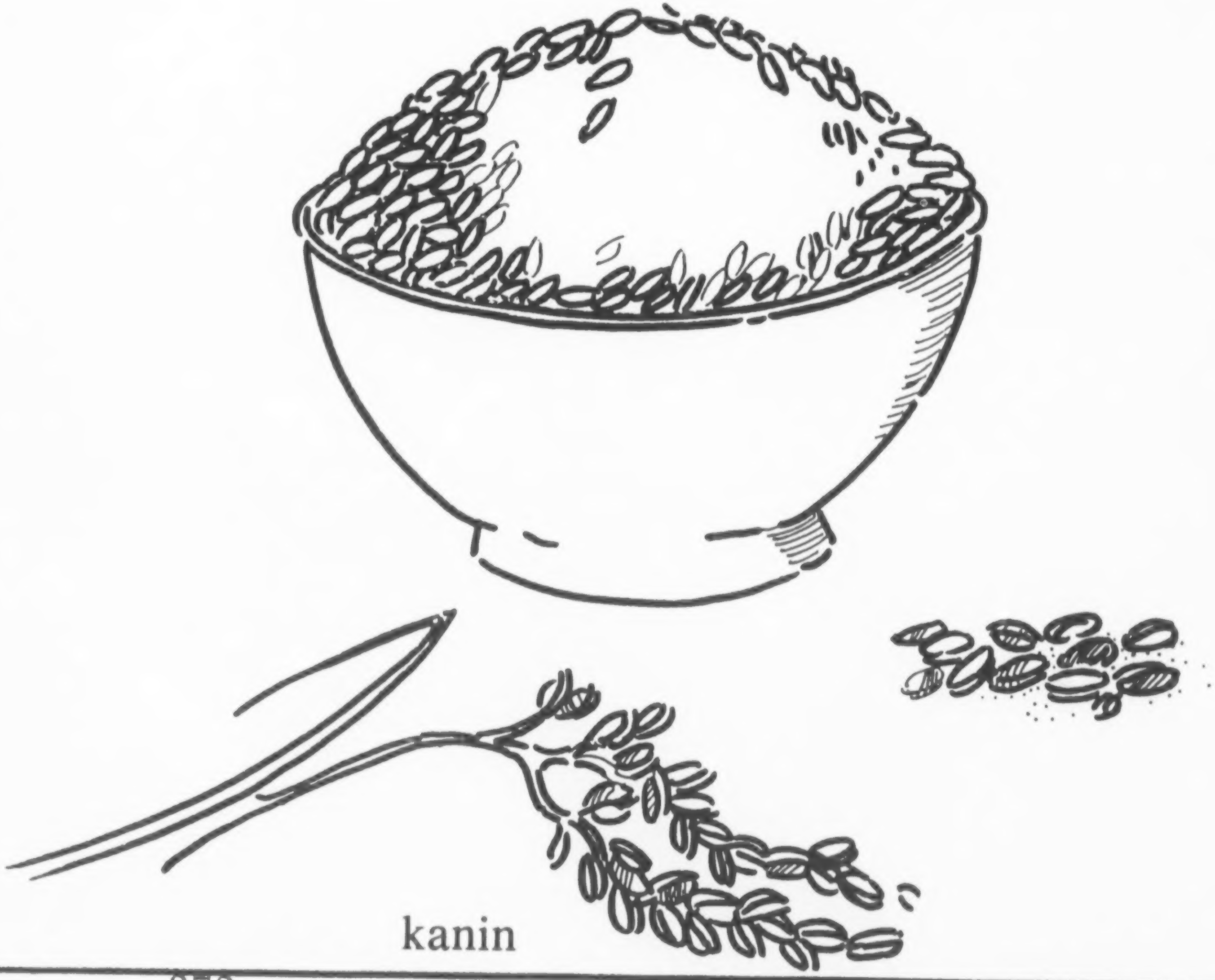
271



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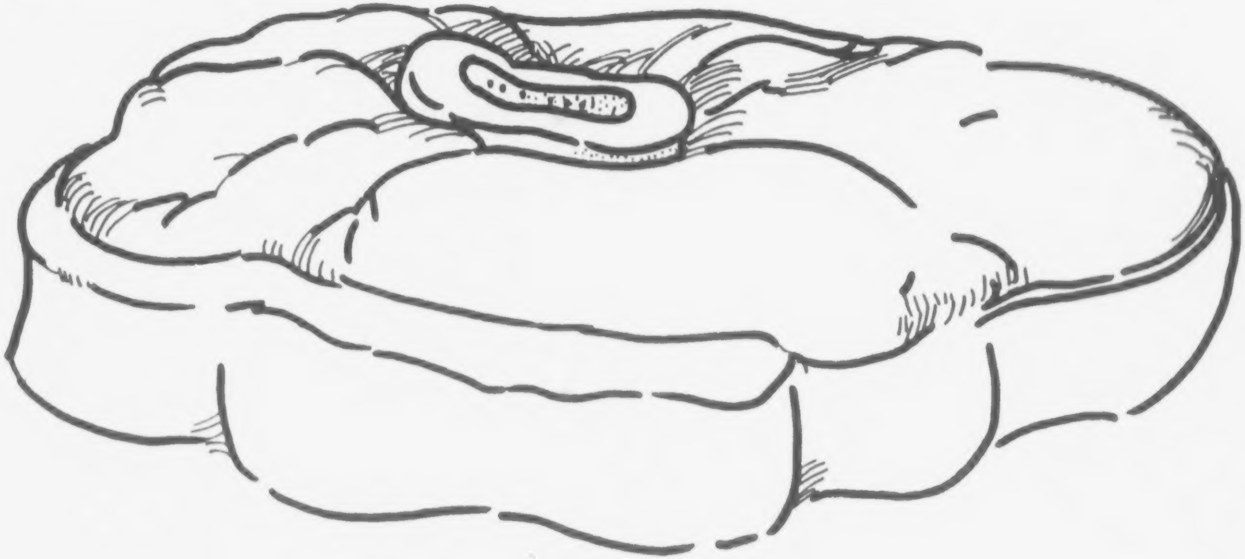

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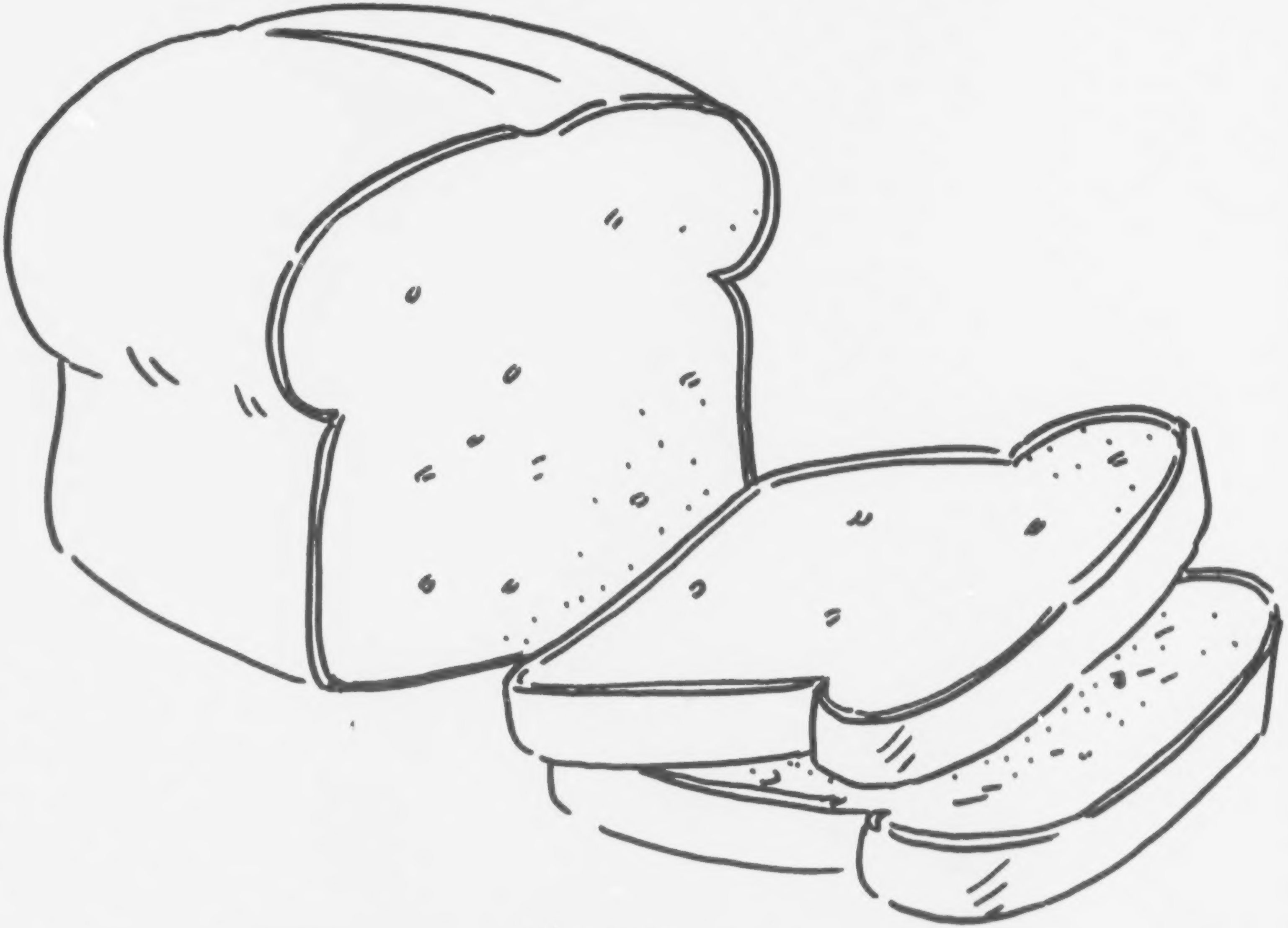

tinapay

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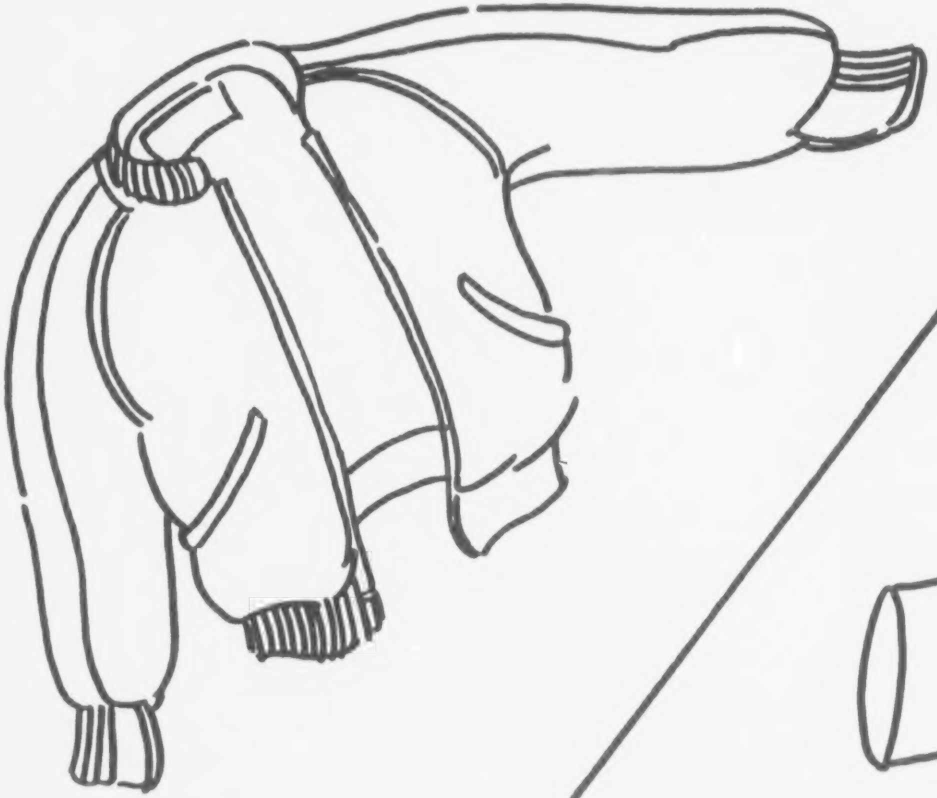

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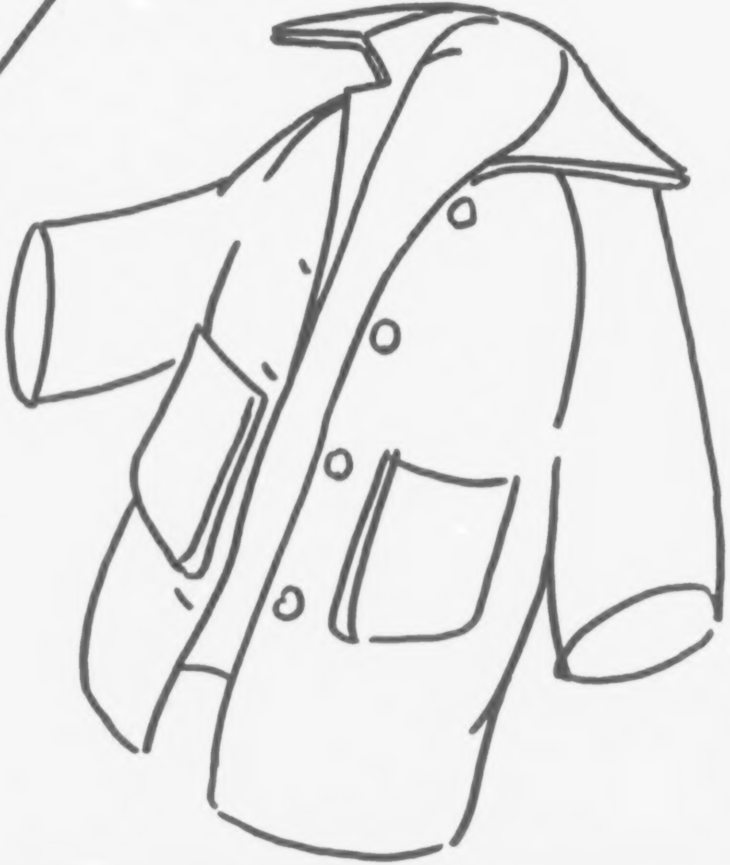
kapote



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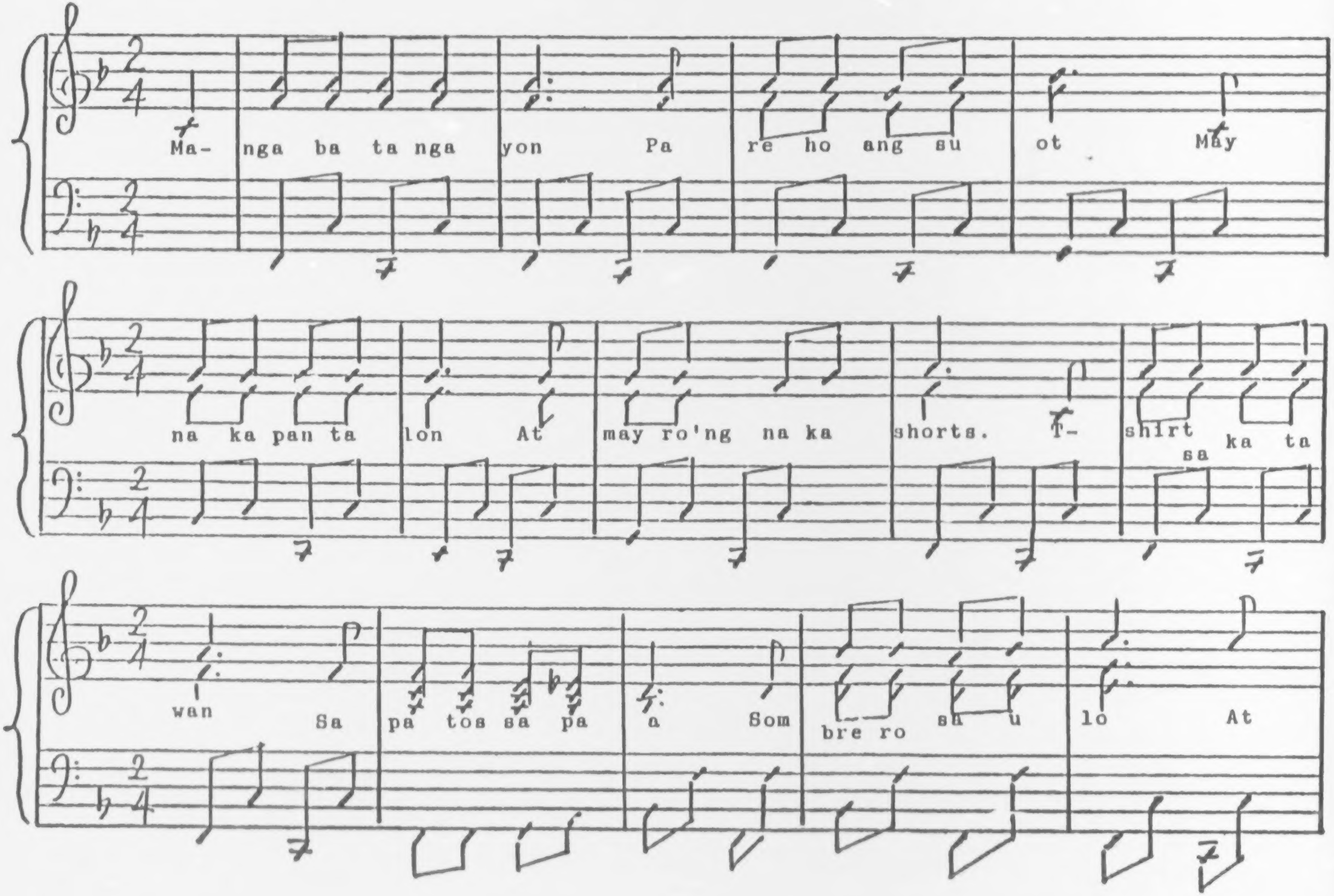
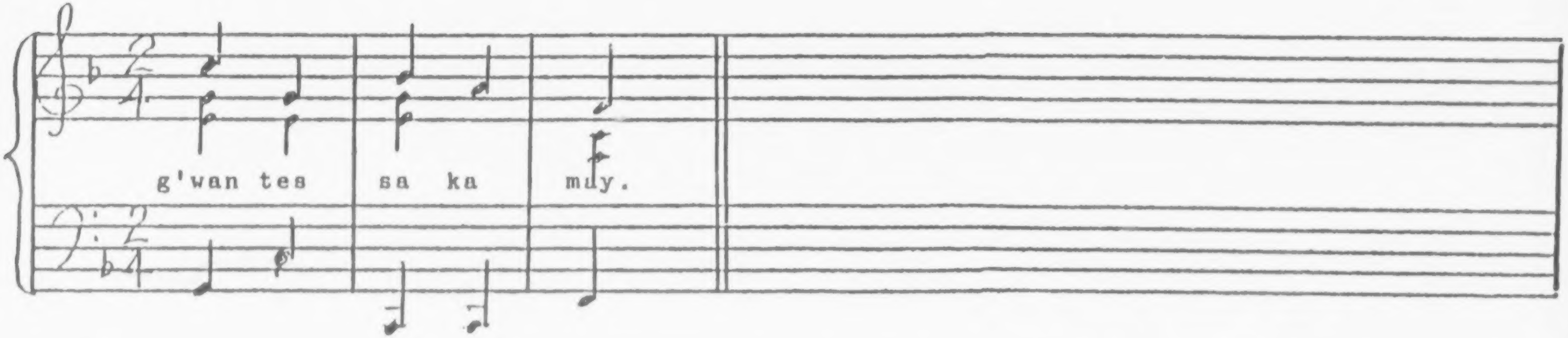
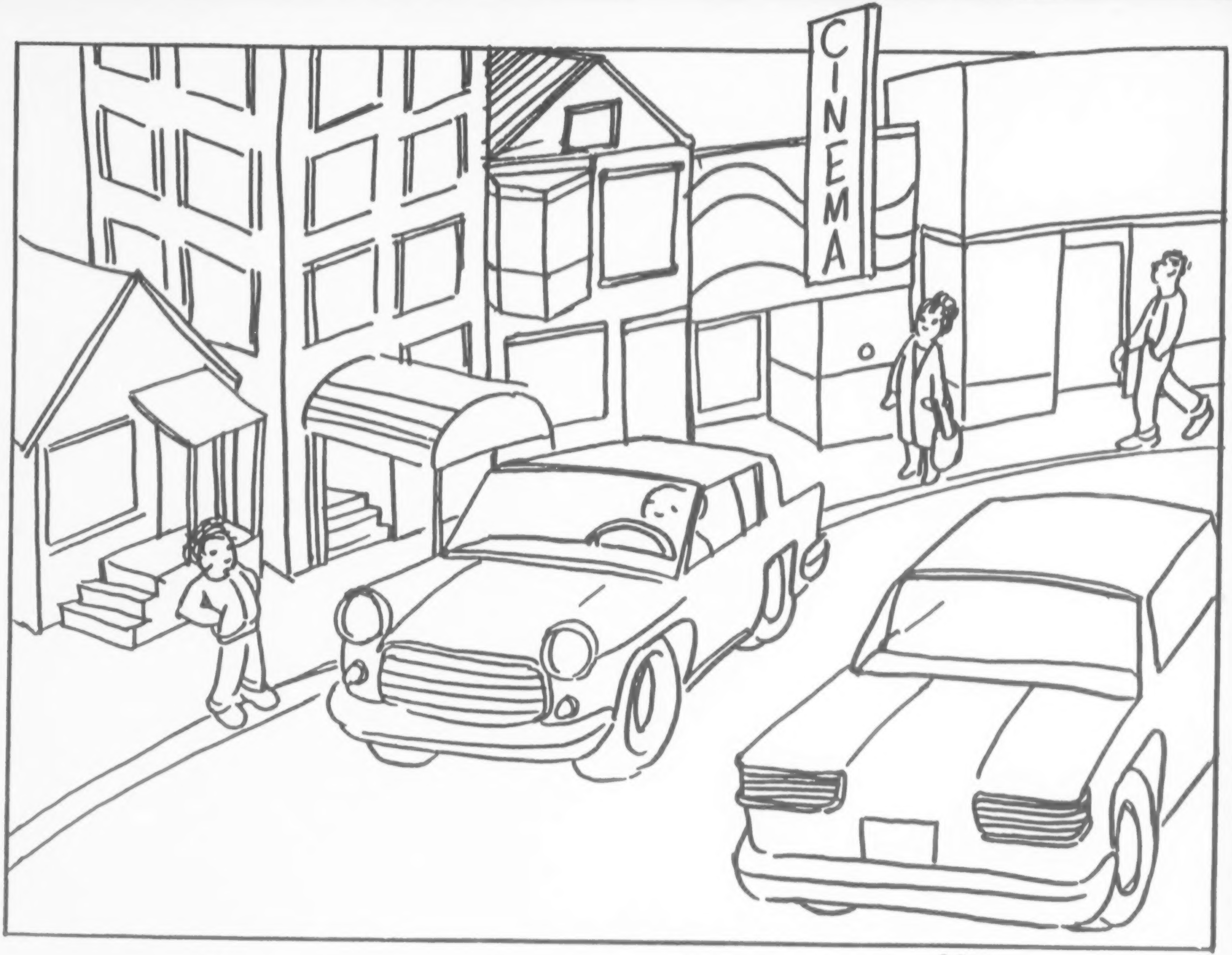
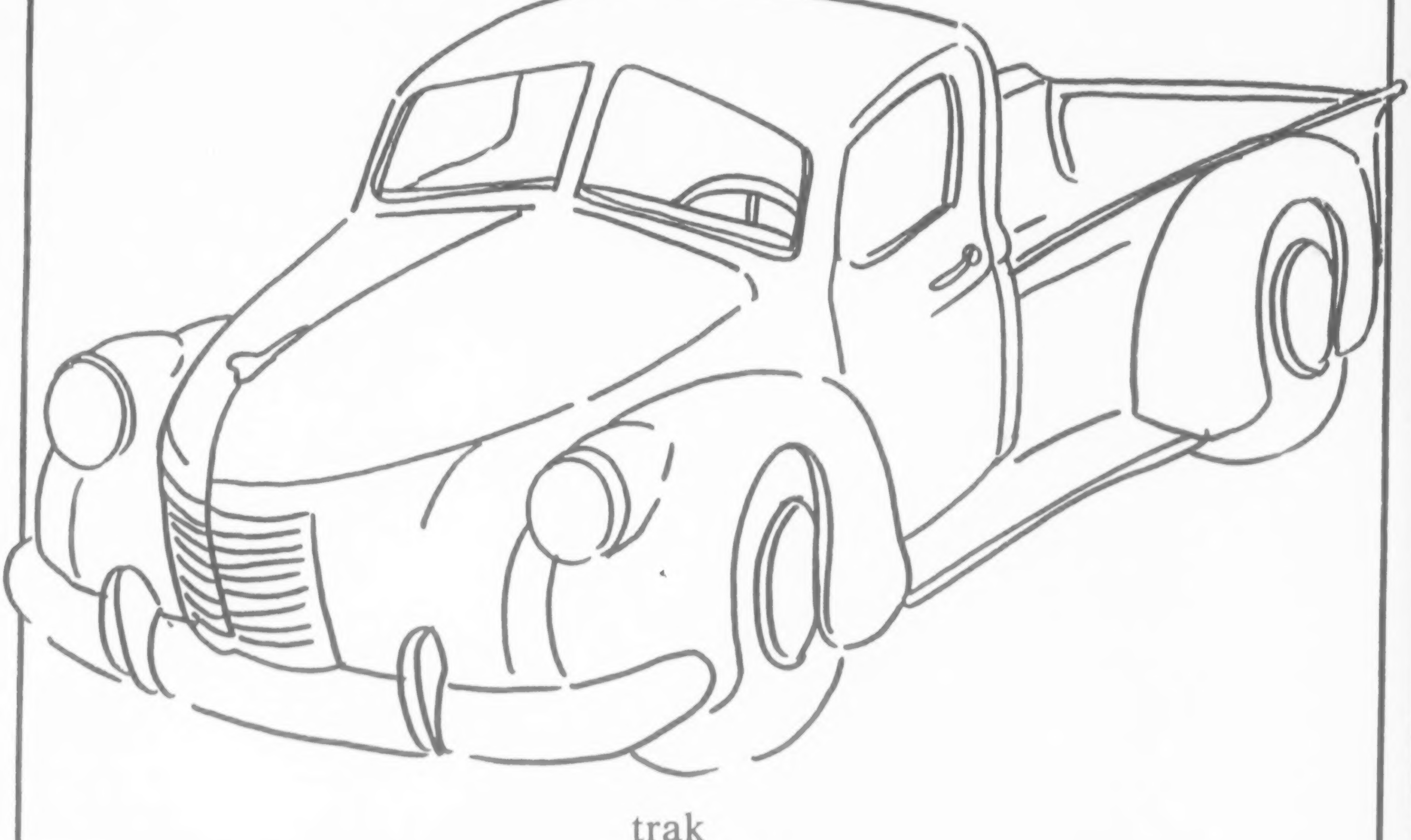
MGA SUOT NG BATA


Ma- nga ba ta nga yon Pa re ho ang su ot May
na ka pan ta lon At may ro'ng na ka shorts. T- shirt sa ka ta
wan Sa pa tos sa pa a Som bre ro sa u lo At


g'wan tes
sa ka
muy.


CINEMA



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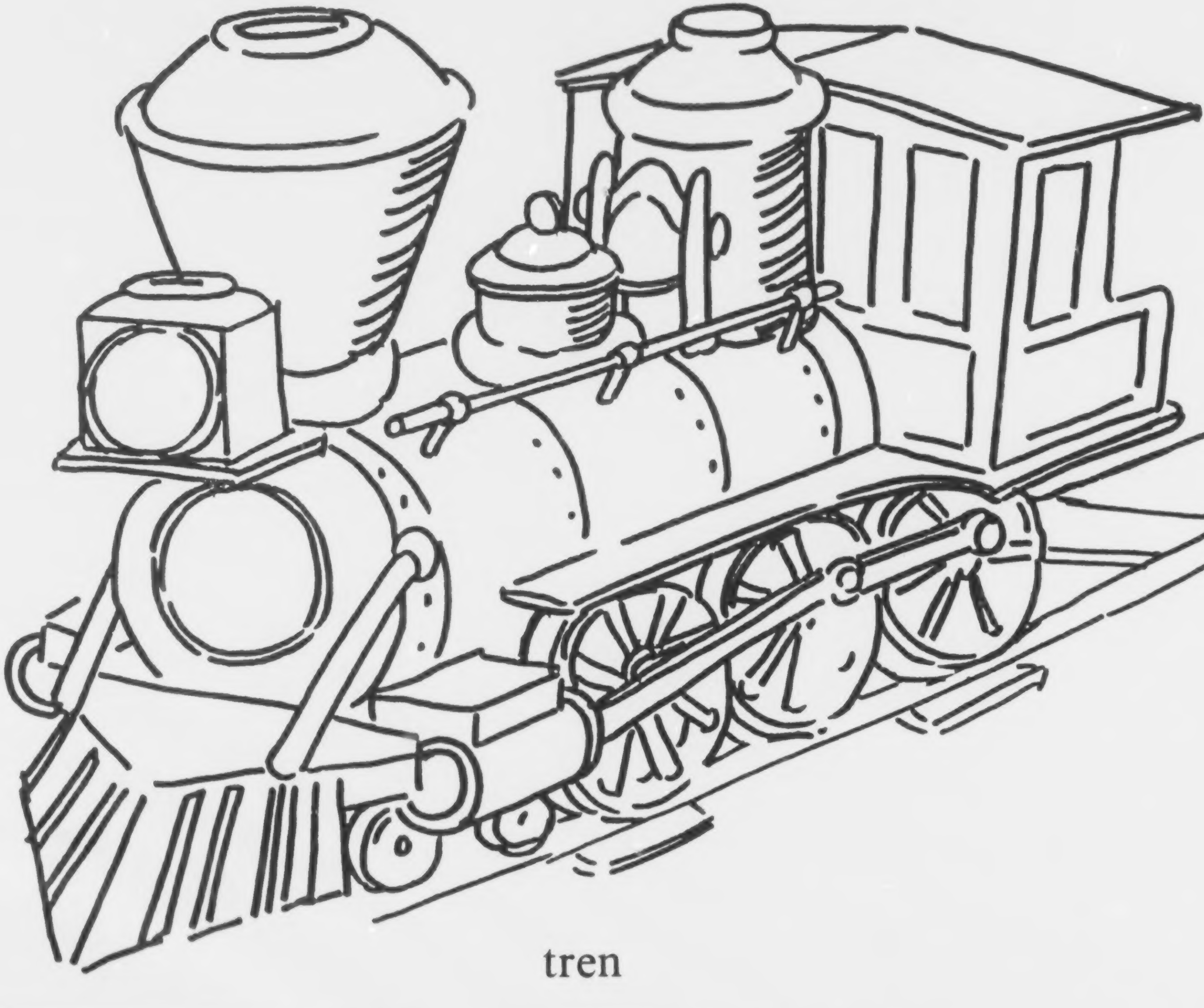

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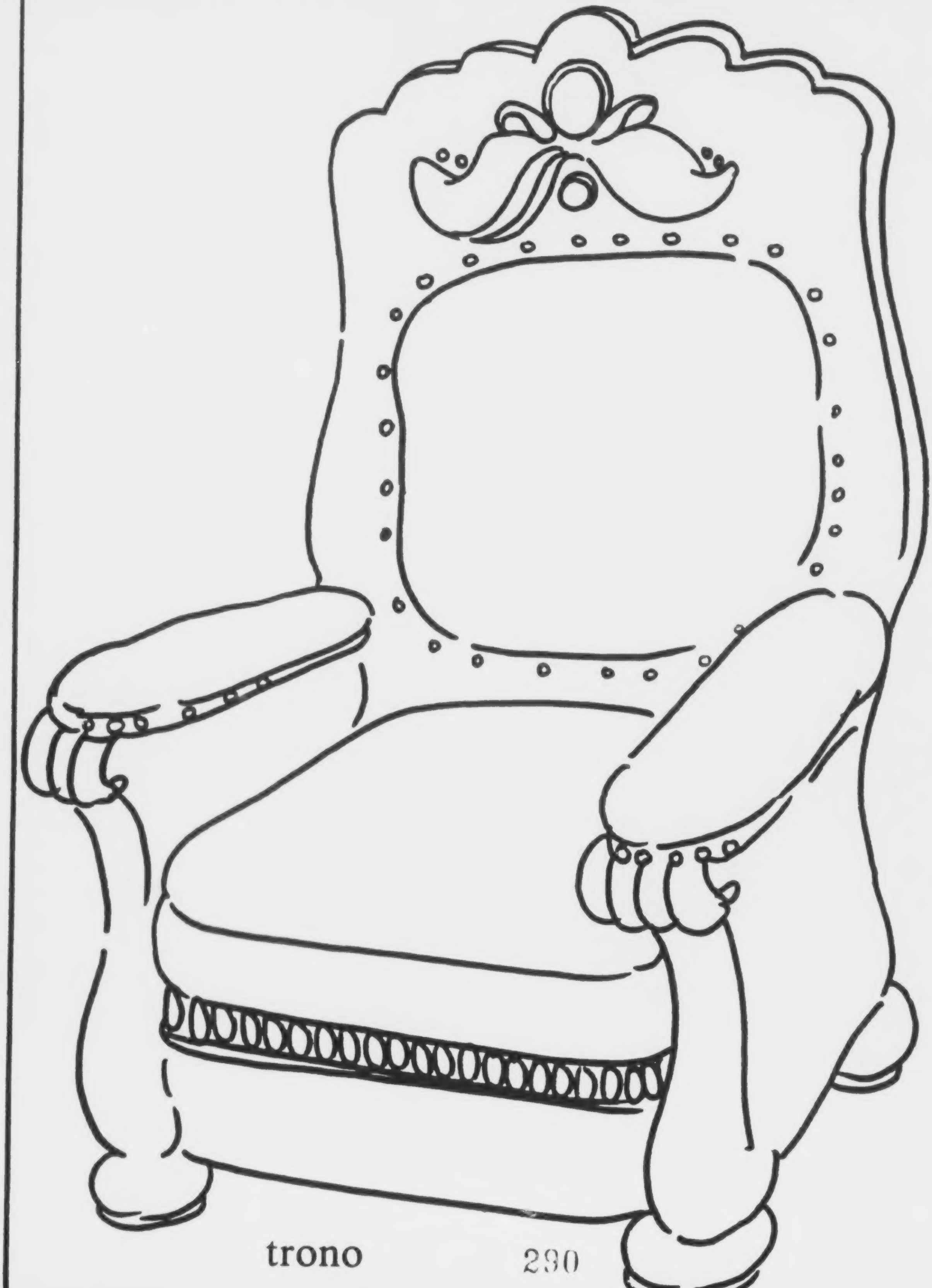
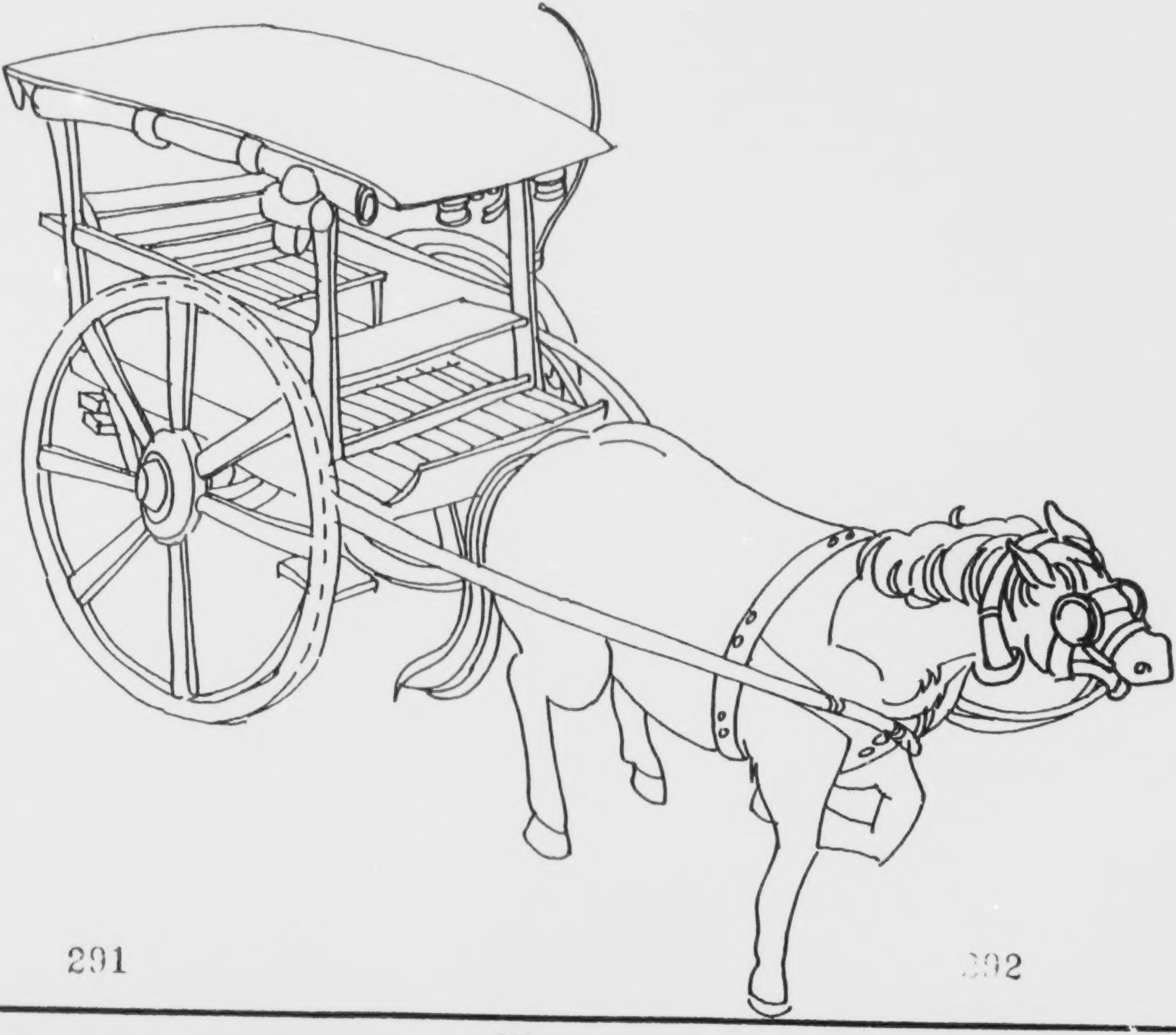


trono 290



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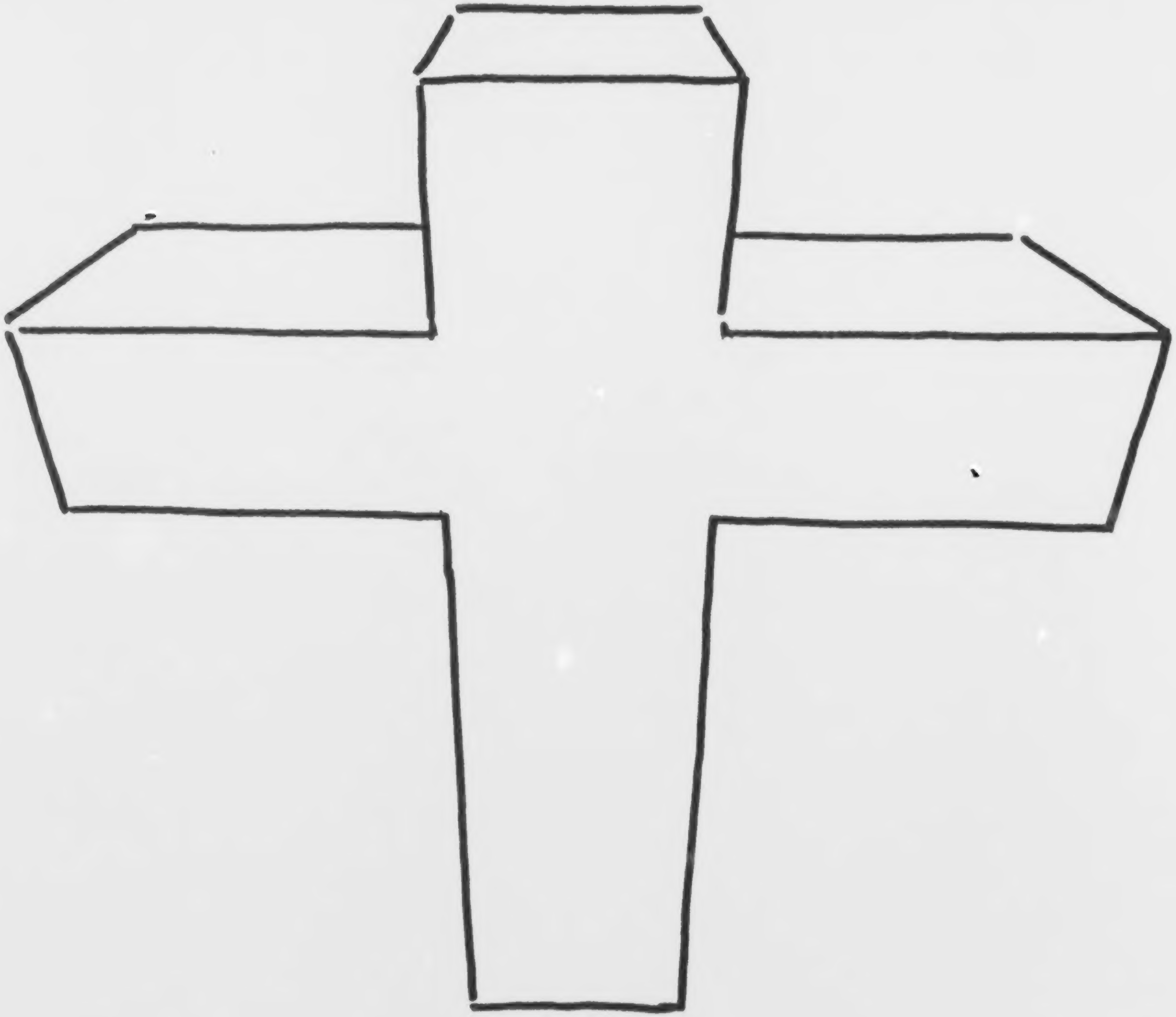
Materials for Unit 3
Mga Kagamitan para sa Yunit 3



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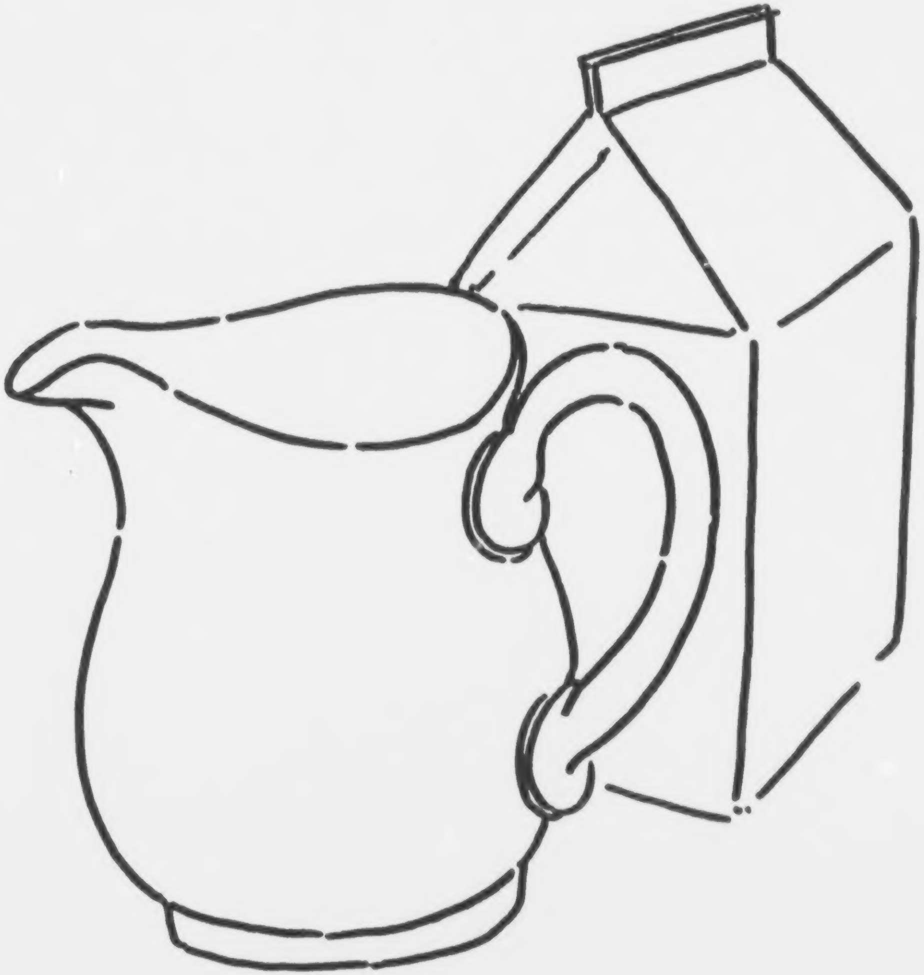

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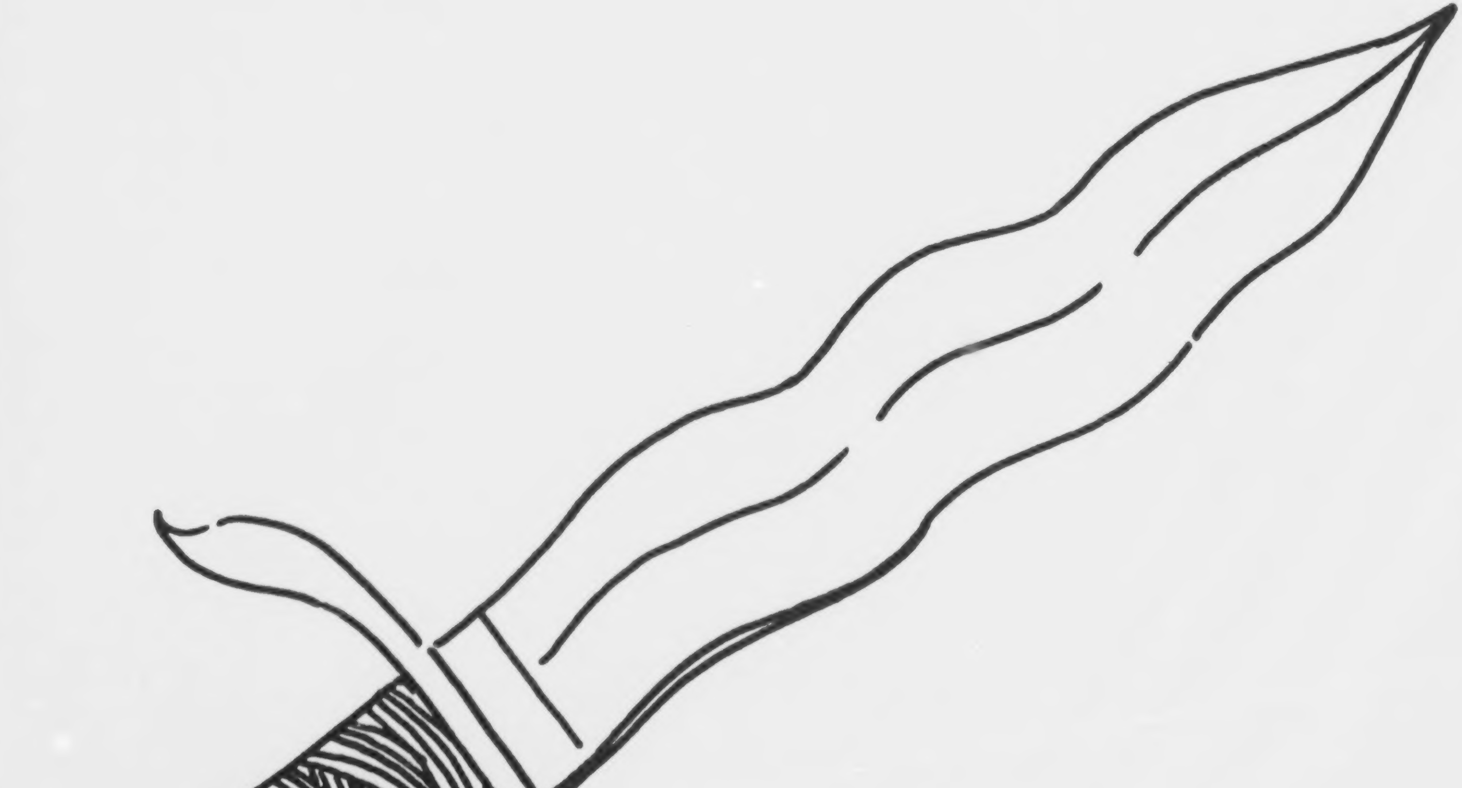

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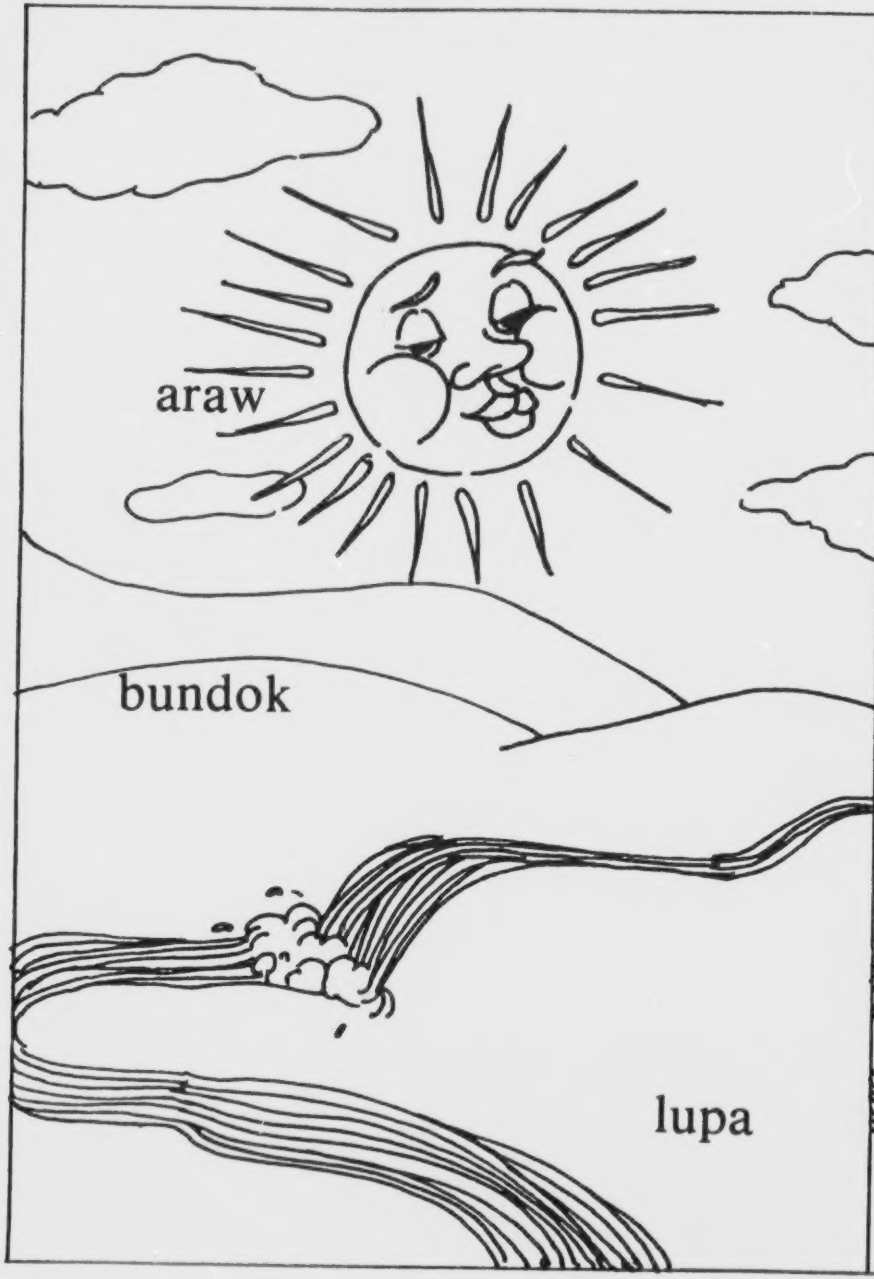
Araw



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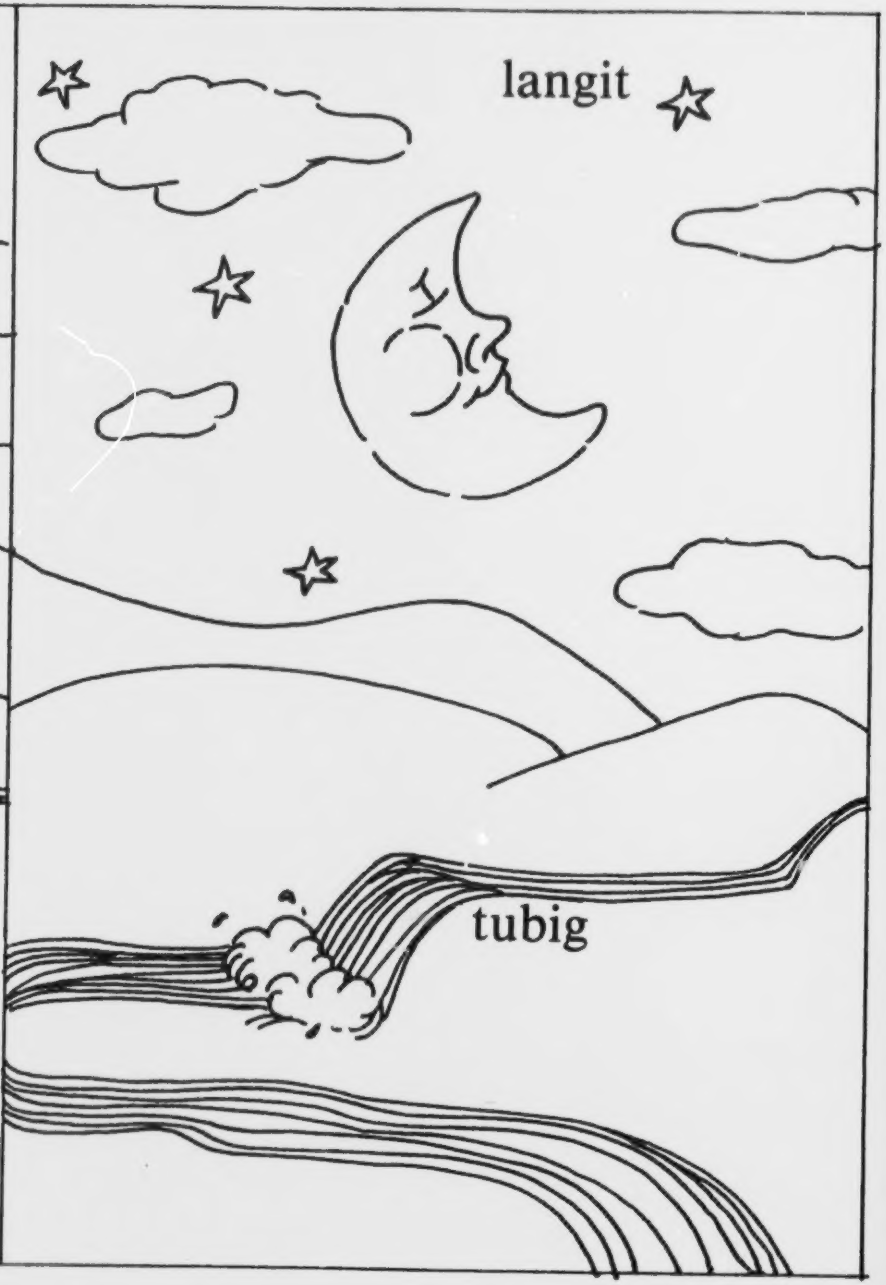

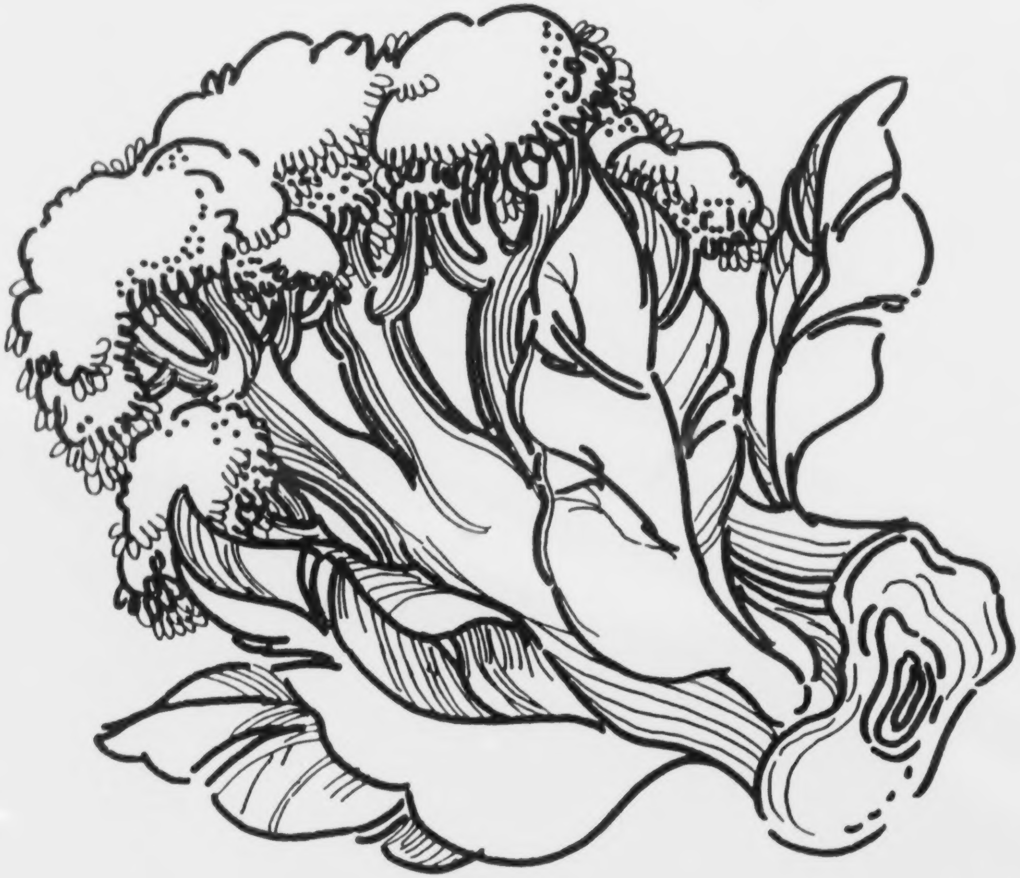

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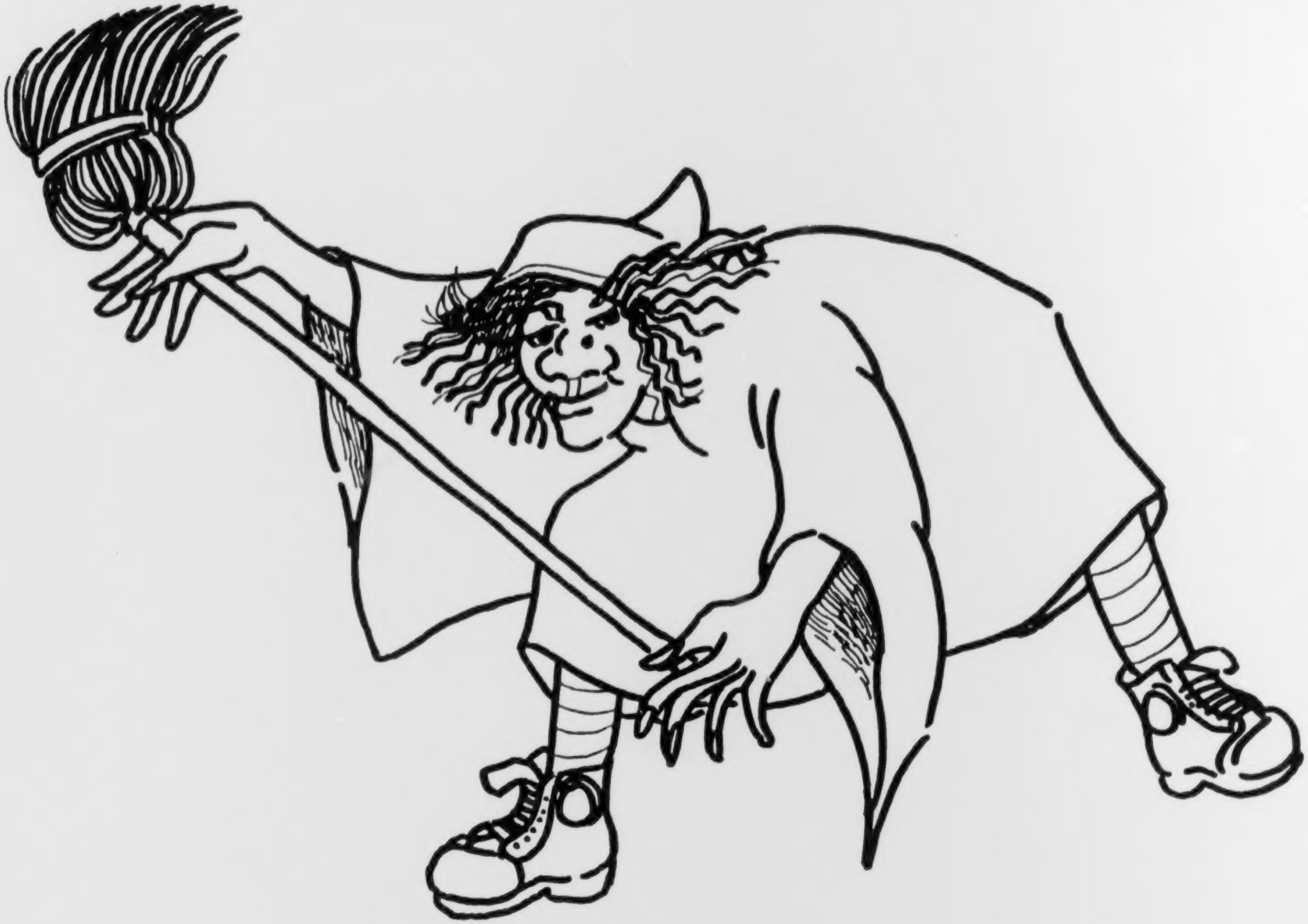

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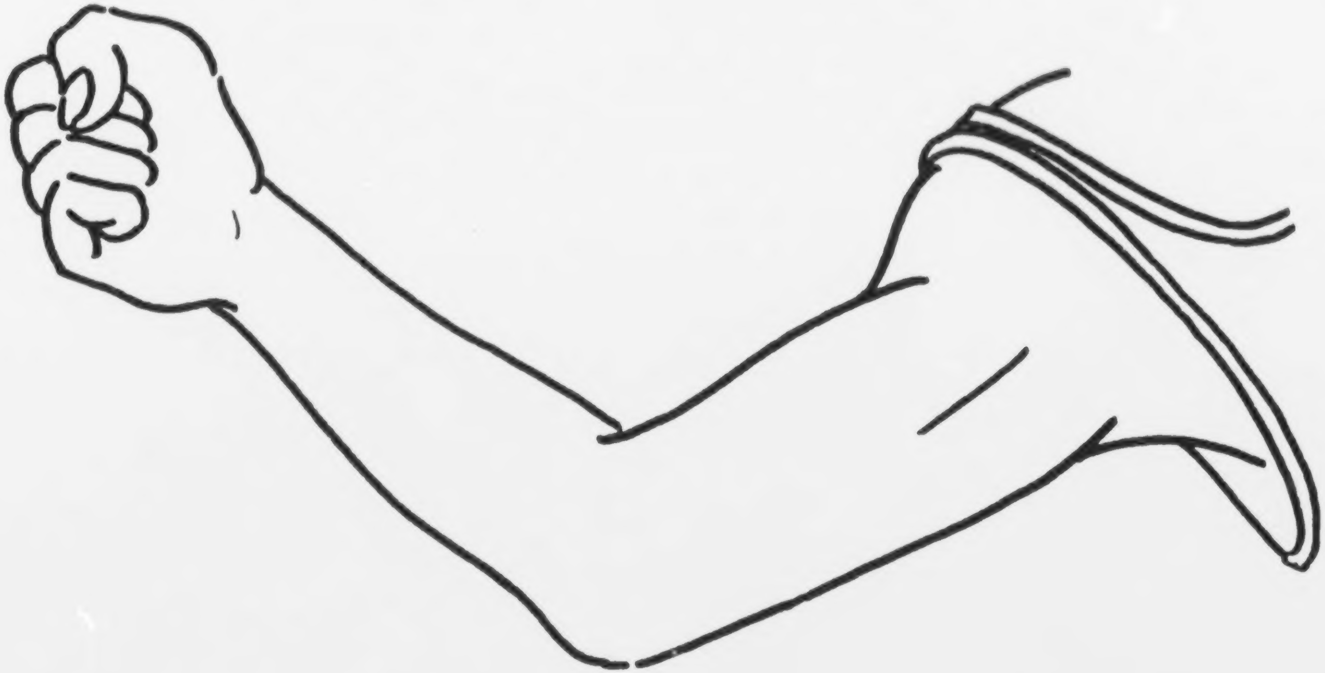

braso

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Needs
Pangangailangan

GAWAING-AKLAT NG MAG-AARAL
STUDENT WORKBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

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Needs
Pangangailangan

GAWAING-AKLAT NG MAG-AARAL
STUDENT WORKBOOK

Sining ng Wika Unang Antas
Language Arts Level One

Asian American Bilingual Center

311

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Developed by

Asian American Bilingual Center
1414 Walnut Street, Room 9
Berkeley, CA 94709

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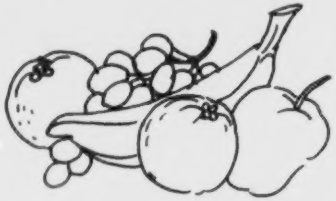

prutas

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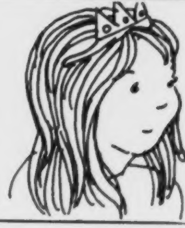

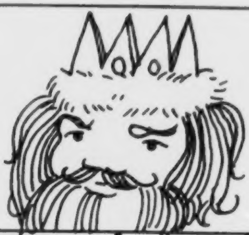

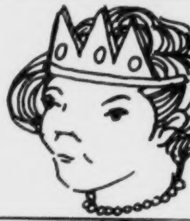

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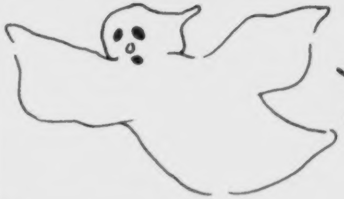

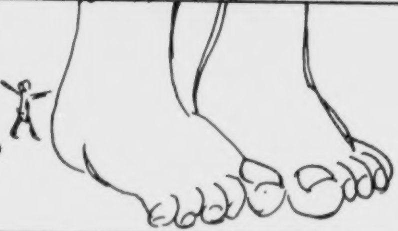

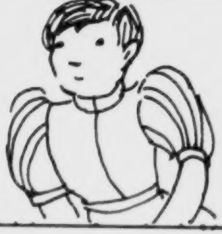

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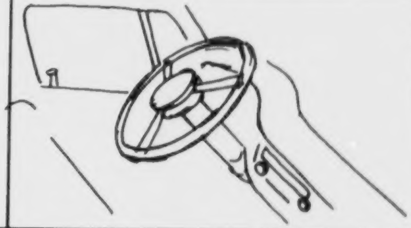
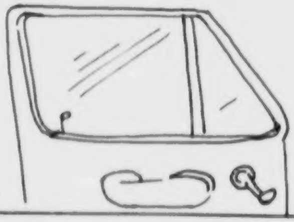
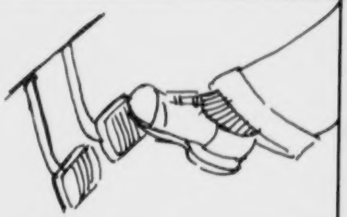
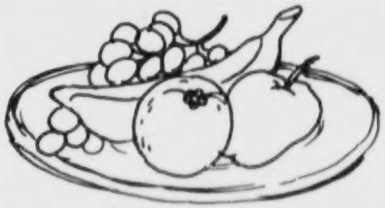
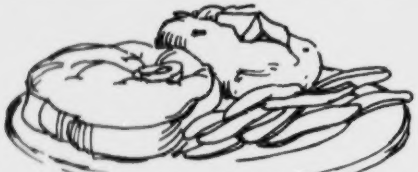






May pr ______________
sa plato.



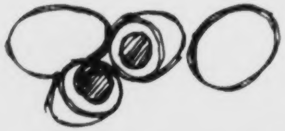


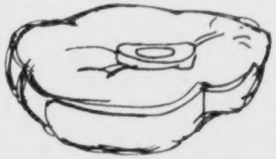
Ano ang kailangan upang lumusog at lumaki?

kailangan

tinapay itlog gatas

prutas karne gulay





kumain

uminom

Sabi ni Leni, “Kumain tayo ng gulay.”

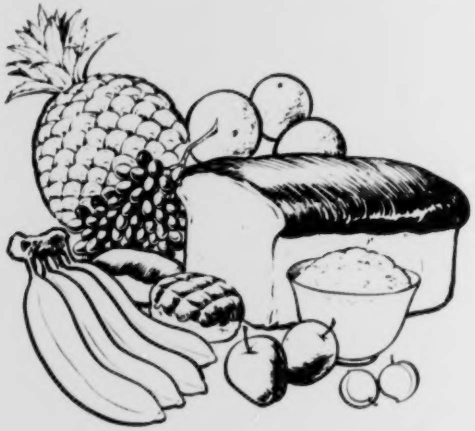
Sabi ni Leni, “Kumain tayo ng prutas.”

Sabi ni Roger, “Gusto ko ng tinapay.”

Sabi ni Roger, “Gusto ko ng kanin.”

Sabi ng nanay, “Uminom ng gatas araw-araw.”

Sabi ng nanay, “Kumain ng itlog araw-araw.”



Sabi ni Leni, “Mga regalo ito.”

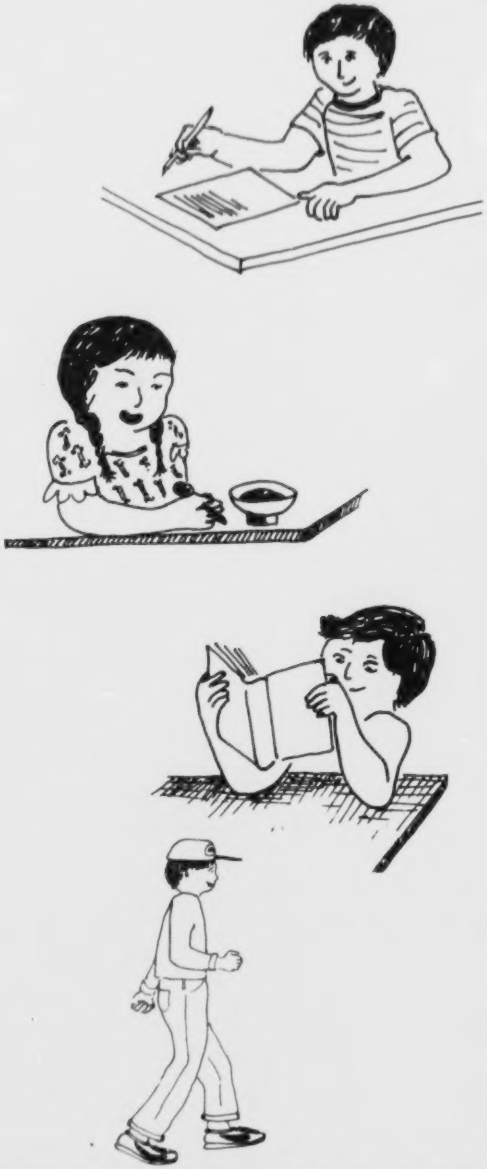
Sabi ni Leni, “Mga pagkain ito.”

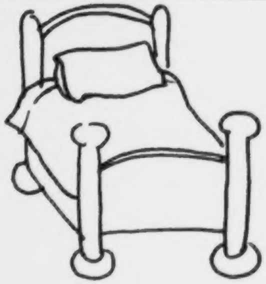
kumain

bumasa

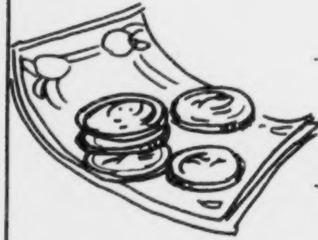
sumulat

lumakad





k a m a



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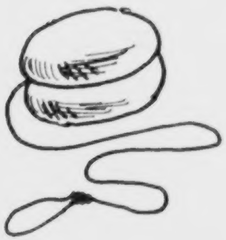
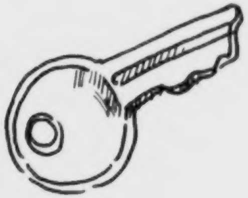
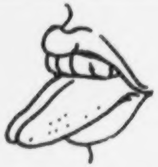


y y



s s



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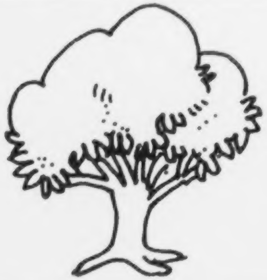

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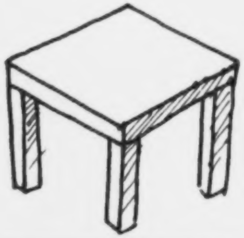
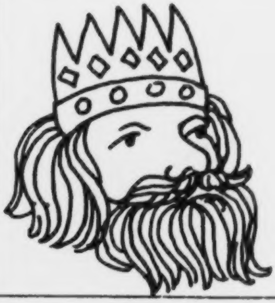


m s



h r

gu / lay $\boxed{2}$

dalawa ☐

kumain ☐

uminom ☐

kailangan ☐

itlog ☐

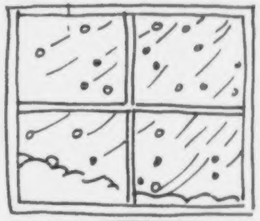
tinapay ☐

magpunta ☐

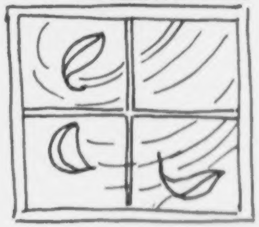
magkapatid ☐

Ang panahon

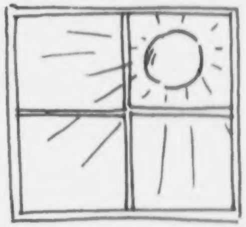
panahon



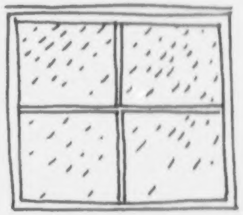
maulan



mainit



malamig



may isno

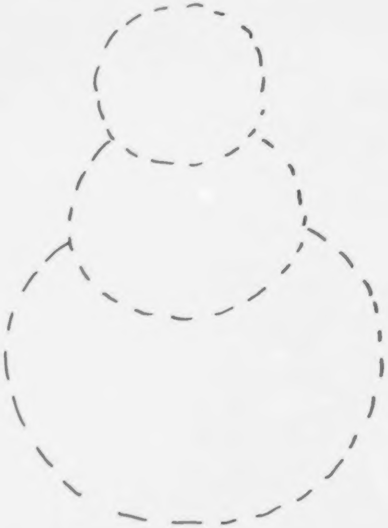
Kailangan ko ng damit.

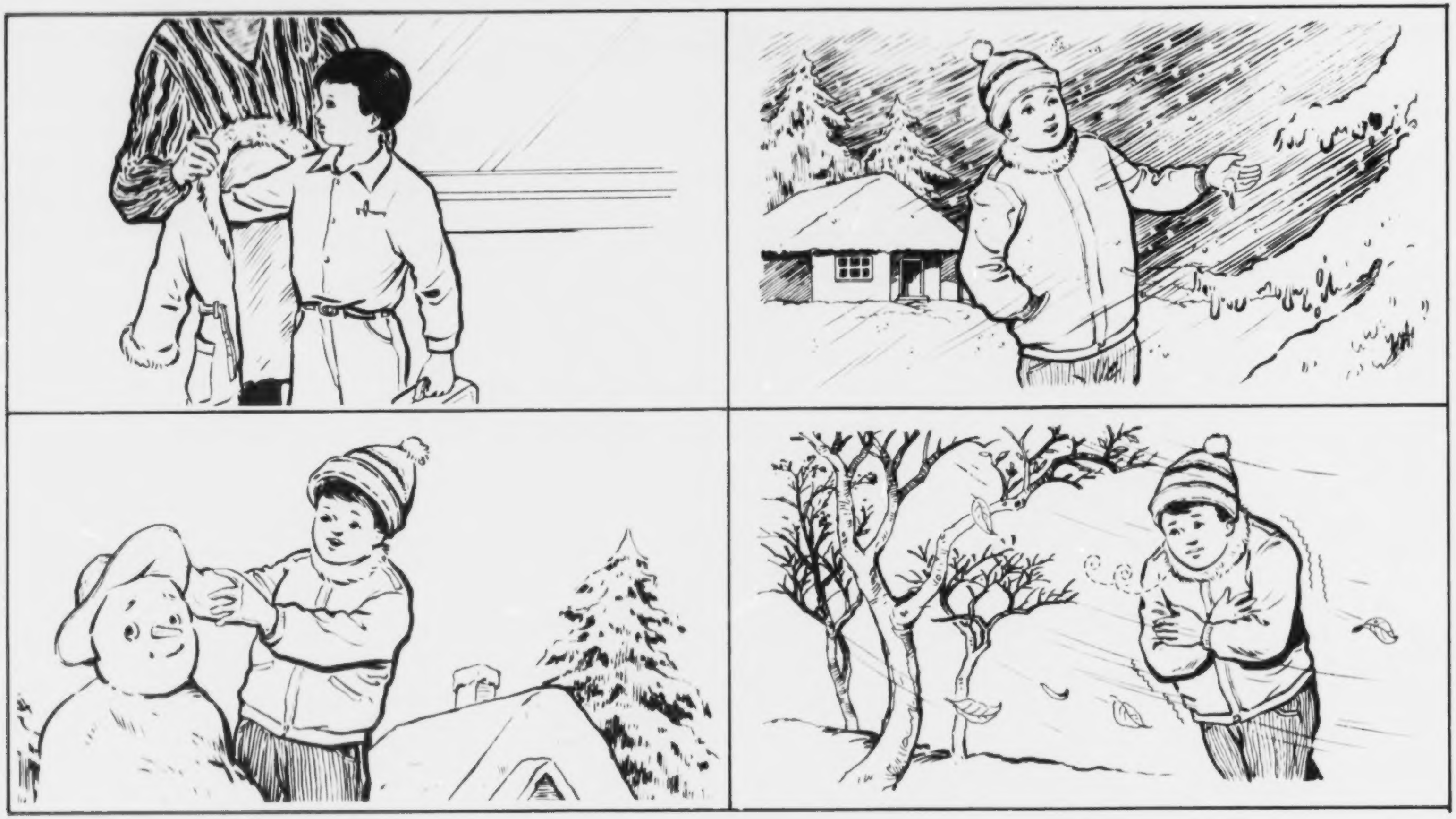
damit

Mainit sa loob at labas ng bahay.

loob labas

Gumawa ng taong isno.





Gumawa si Luis ng taong isno. ☐

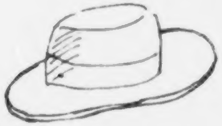
Malamig ang panahon. ☐

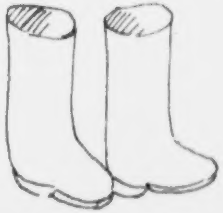
Kailangan ni Luis ng diyaket. ☐

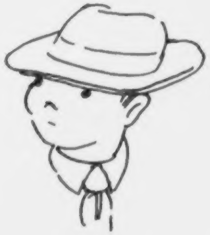
May isno sa labas. ☐

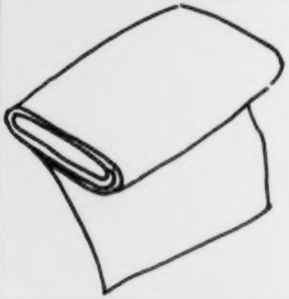
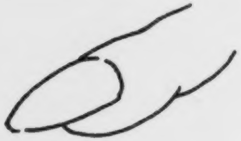
Naka diyaket ang bata.

Naka kapote ang nanay.

Naka  ang tatay.

Naka  ang tiyo.

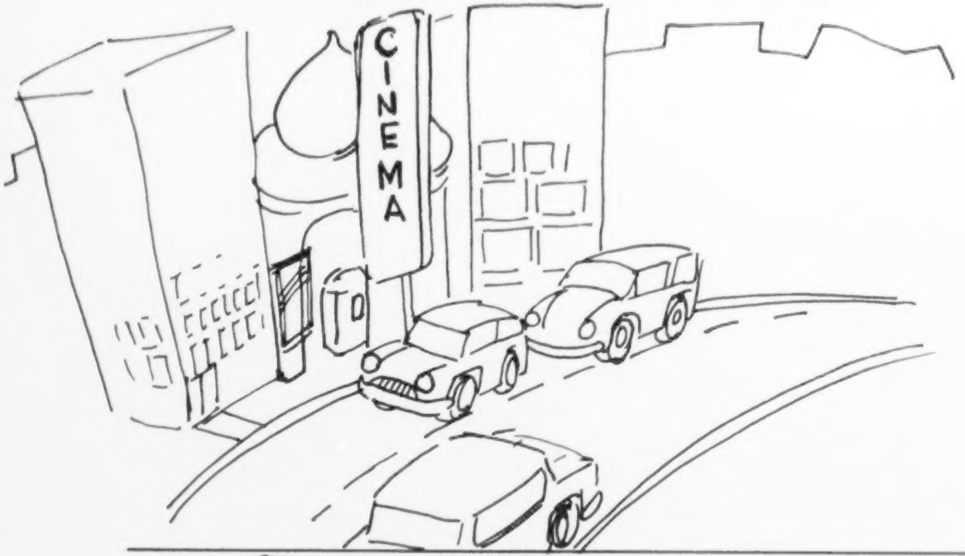


b a t o	 t l
p s	b k
5 l m	 k k
p k	n͡g n͡g

Guhitan ang unang titik ng bawat salita sa bawat hanay. Isulat sa mga kahon ayon sa tamang pagkakaayos ng mga titik sa Abakada.

bahay apat kalaro	apat	bahay	Kalaro
gatas eto dito			
handa lima isa			
ngayon mesa niya			
oso pinsan relo			
tao siya upang			
wika yoyo			

Ano ang makikita ko sa paligid?

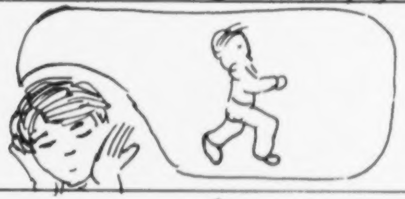


Makikita ko ang

mga kotse

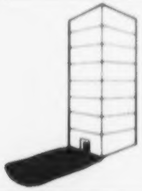
mga gusali

sine



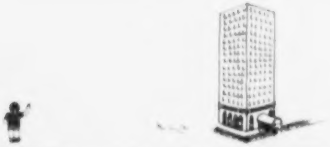
Gustong ______________ ng bata.

magpasyal mag-aral



Nakatira siya sa ______________ .

bahay apartment

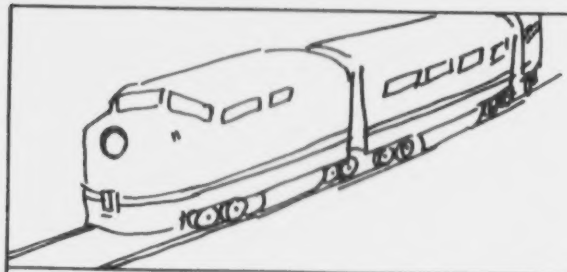


Malaking gusali ______________ .

ito iyon

Ang Nakita ni Tony.

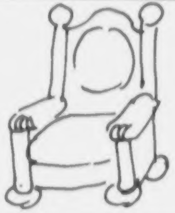
Eto ang kotse nina Tony.
Gusto nilang magpasyal.
Gusto nilang gumawa ng taong isno.
Nakita ni Tony ang mga bahay.
Nakita ni Tony ang mga prutas.
Nakita ni Tony ang mga apartment.
"Naku, malaking gusali iyon," ang sabi ni Tony.



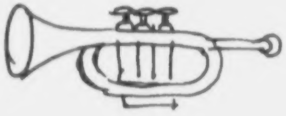
tren

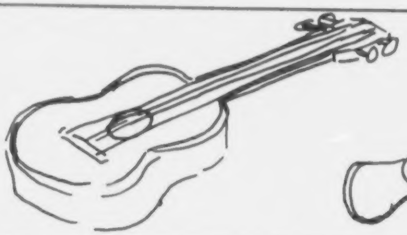
tren

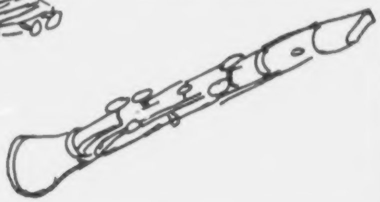
tr



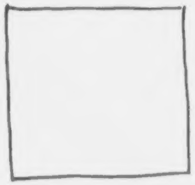
tr



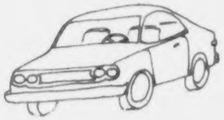


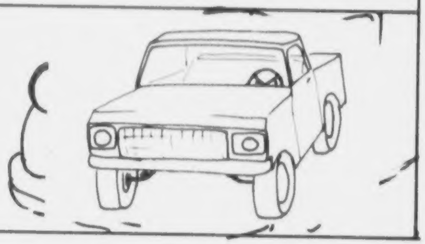


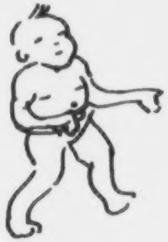
tr



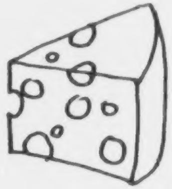
Malaki ang tr ________.







ba ta



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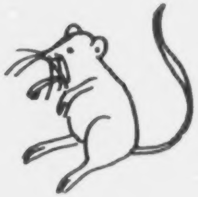

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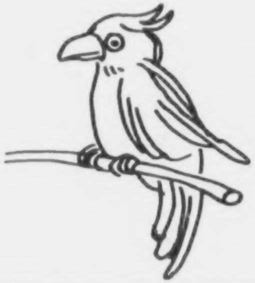

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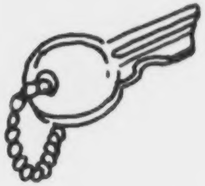

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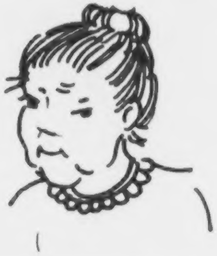

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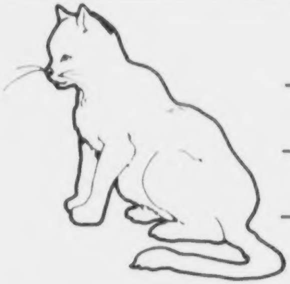

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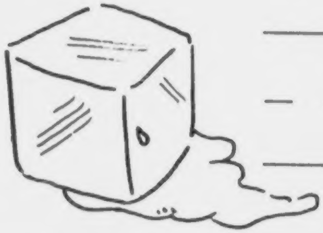
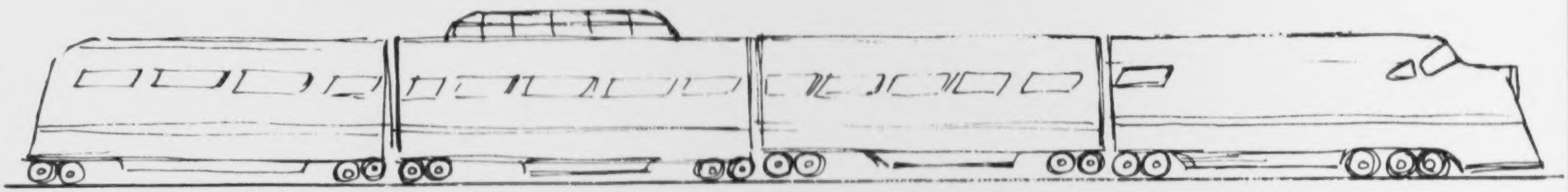


e o

Guhitan ang unang titik ng bawat salita sa bawat hanay. Isulat sa mga kahon ayon sa tamang pagkakaayos ng mga titik sa Abakada.

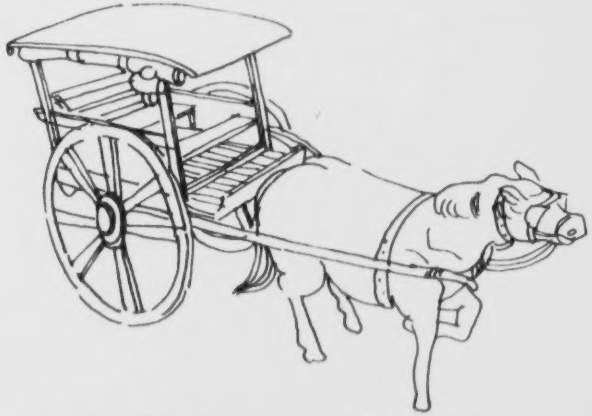
kaysa araw bata	araw	bata	kaysa
doon eto gusto			
itlog hari Luis			
ngayon nila may			
oo rin pusa			
siya tiyo ulo			
yelo walis			



Eto na ang tren.
Mahaba ang tren.
Mabilis ang tren.

mahaba

mabilis



Ang Kalesa sa Pilipinas

May makina ba ang kalesa?
oo wala

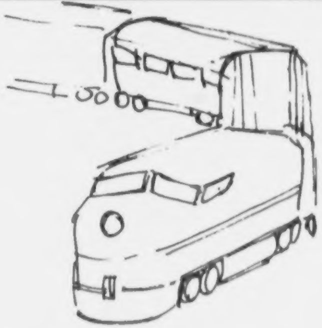
May kabayo ba ang kalesa?
oo wala

May kalesa din ba sa Amerika?
oo wala

Mabilis ang tren.

Mabilis din ang ________.

eroplano kabayo

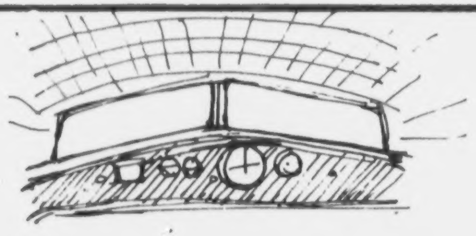


May makina ang tren.

May makina rin ang

________.

kalesa kotse



Maraming tao sa loob ng tren.

Marami ring ________.

mga bata mga kabayo

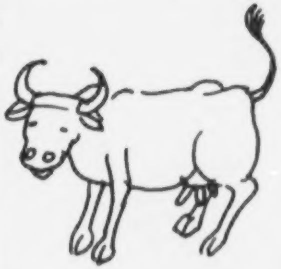
basa magbasa	bilis mabilis	gawa gumawa
kapote nakakapote	kapatid magkapatid	tinda tindahan
laro kalaro	Pilipinas taga-Pilipinas	haba mahaba

Gusto kong gawa / gumawa ng taong isno.

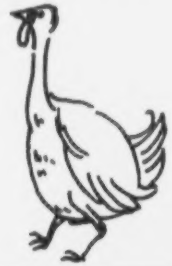
Haba / Mahaba ang tren.

Siya ang laro / kalaro ko.

Pumunta tayo sa tinda. / tindahan.



b a k a



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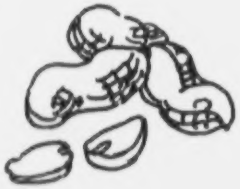

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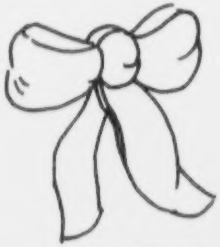

a o

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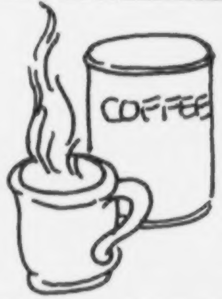
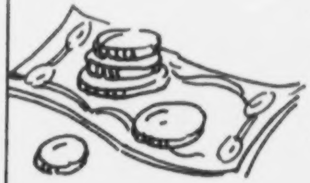


a e



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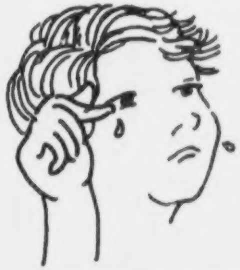

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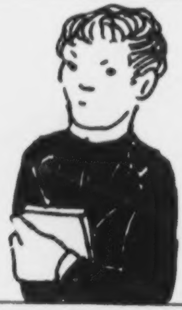
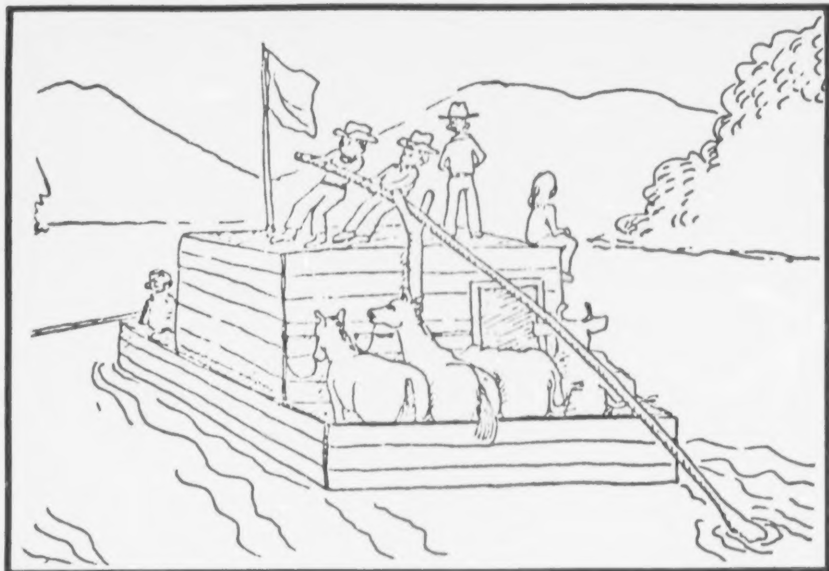
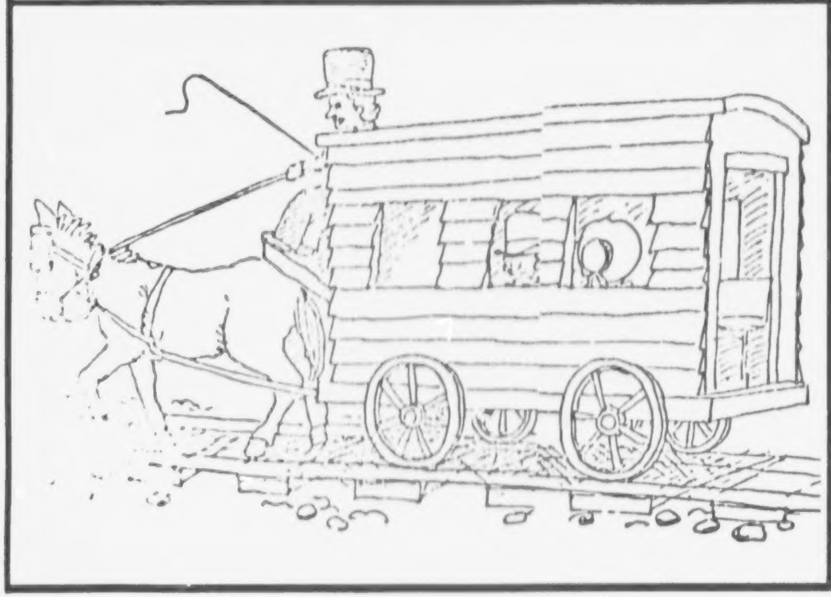
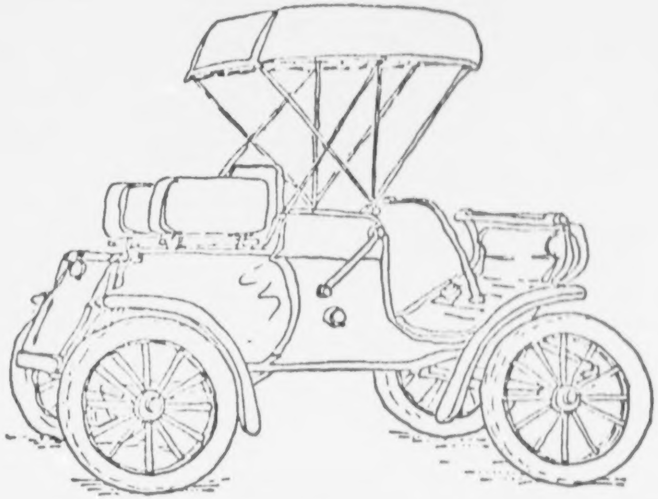


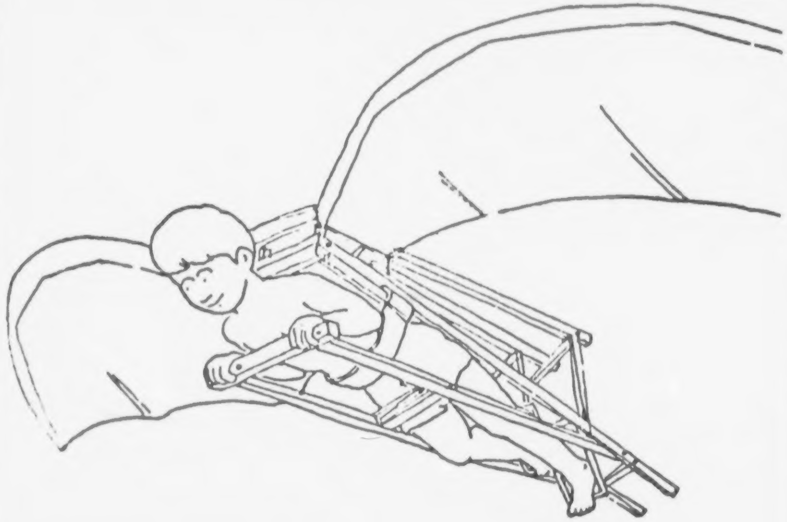
a e

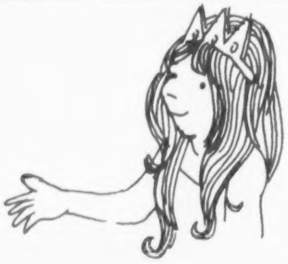
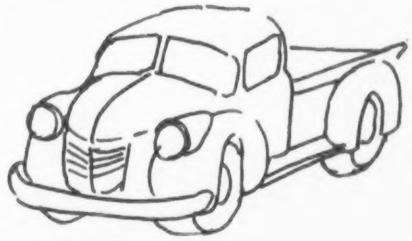
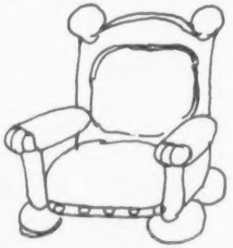
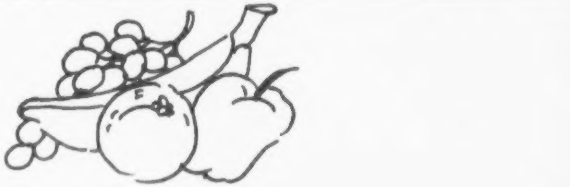
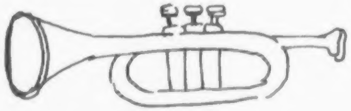
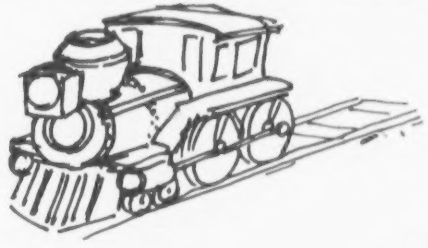
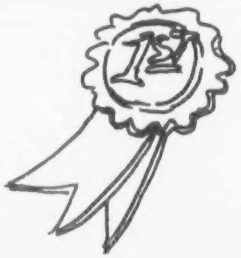
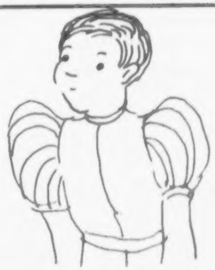
354









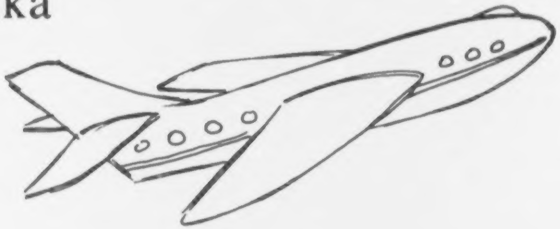
 tr pr	 tr pr
 tr pr	 tr pr
 tr pr	 tr pr
 tr pr	 tr pr

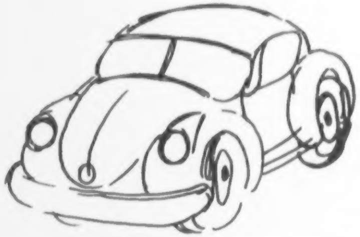
Si Miss Gomez ang guro ni Jimmy.

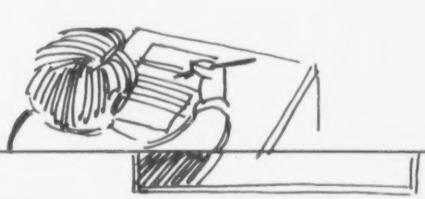
guro

Paano pumunta sa Amerika
sina Kim?

paano





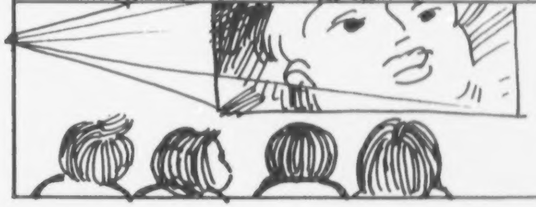


Magaling ______________ si Jimmy

sumulat bumasa

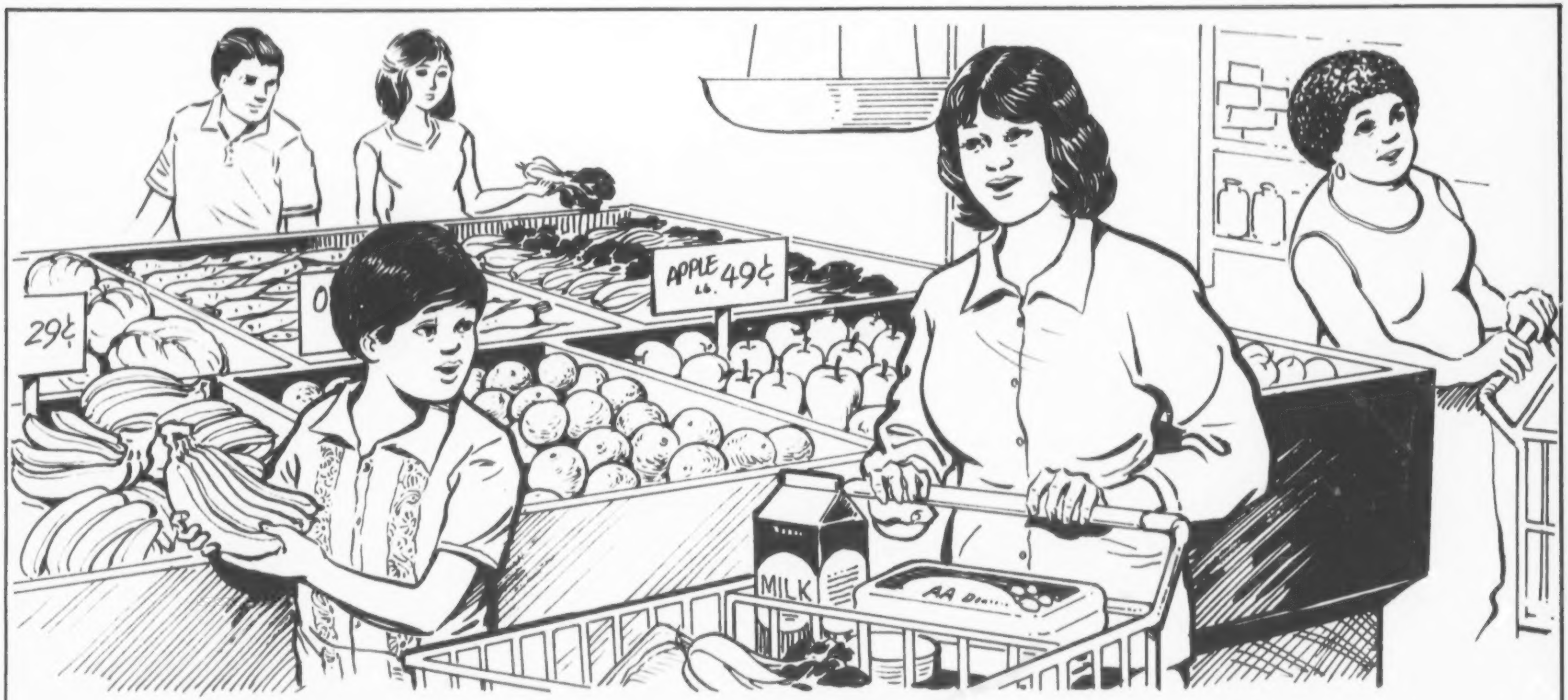
Maraming ______________ sa paligid.

bagay larawan



Gustong ______________ ni Jimmy ang sine.

makita sumulat



Pumunta si Jimmy sa ____________________

paaralan tindahan

Kasama niya ang ____________________ niya

nanay tatay

Nakita ni Jimmy ang ____________________

eroplano mga gulay

Gustong uminom ni Jimmy ng ____________________

tsa gatas

____________________ ang panahon.

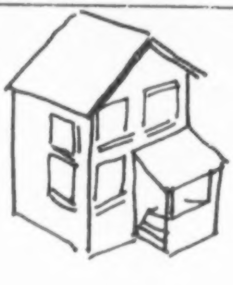
Malamig Mainit

Nag laro ang bata.

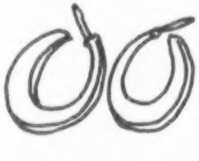
Nag basa si Kim.

Nag lakad ang tatay.

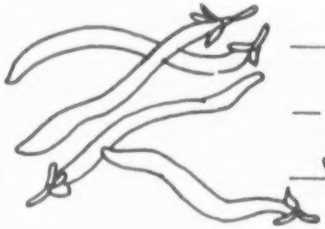
Nag linis ang nanay.



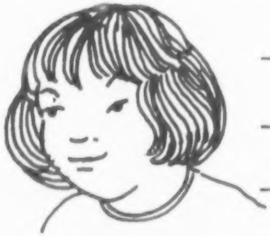
bahay



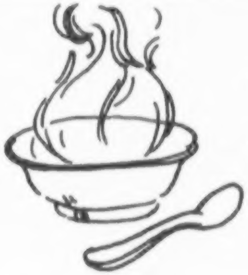
hikaw



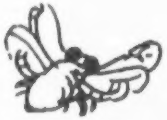
sit



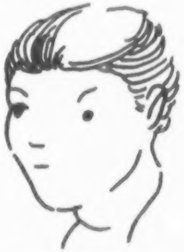
nan



sab



lan͡g



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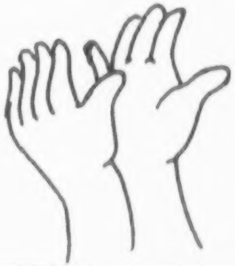


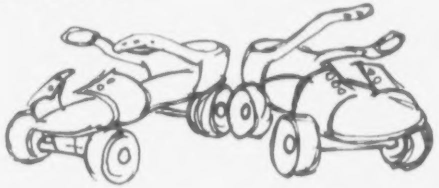
kam

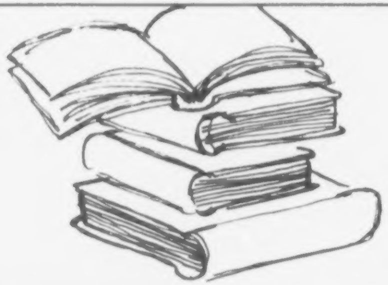
Sarisari ang damit ni Leni.

sarisari

Ano ang dala ni Roger sa paaralan?

dala





Hayan na ang bato

Ano pa ang gusto mo?

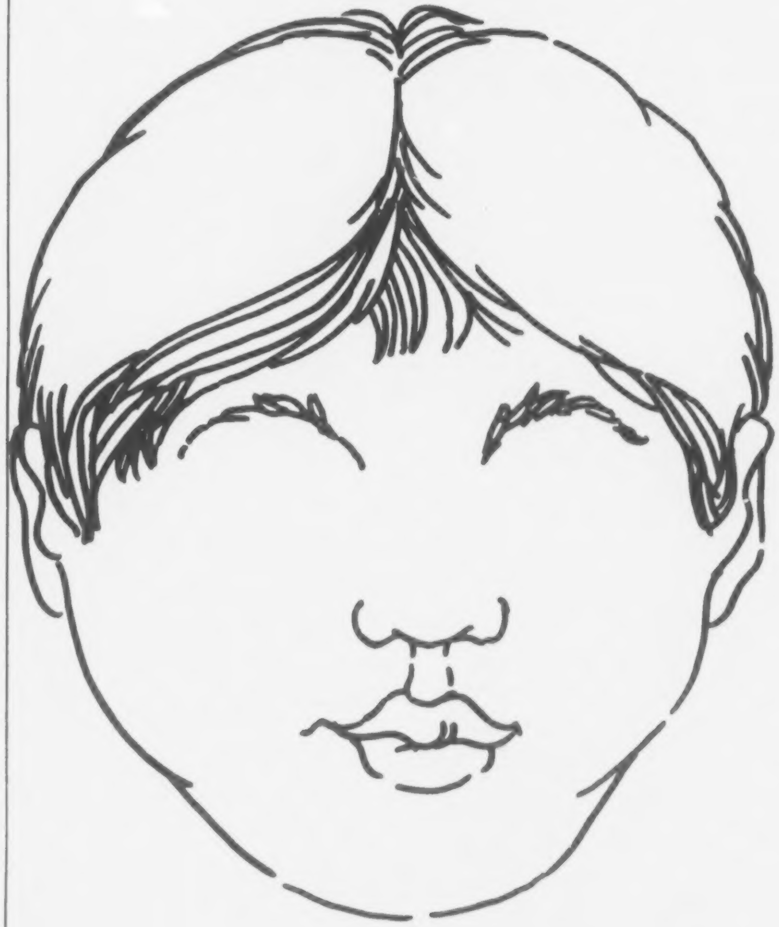
Malayo ang nararating

Ng taong nakadamit ng itim.

Hayan ang iyong kaibigan

Hindi siya pumunta sa tindahan.

Dalawang batong itim
Malayo ang nararating.



Gustong magpasyal ng mga bato.

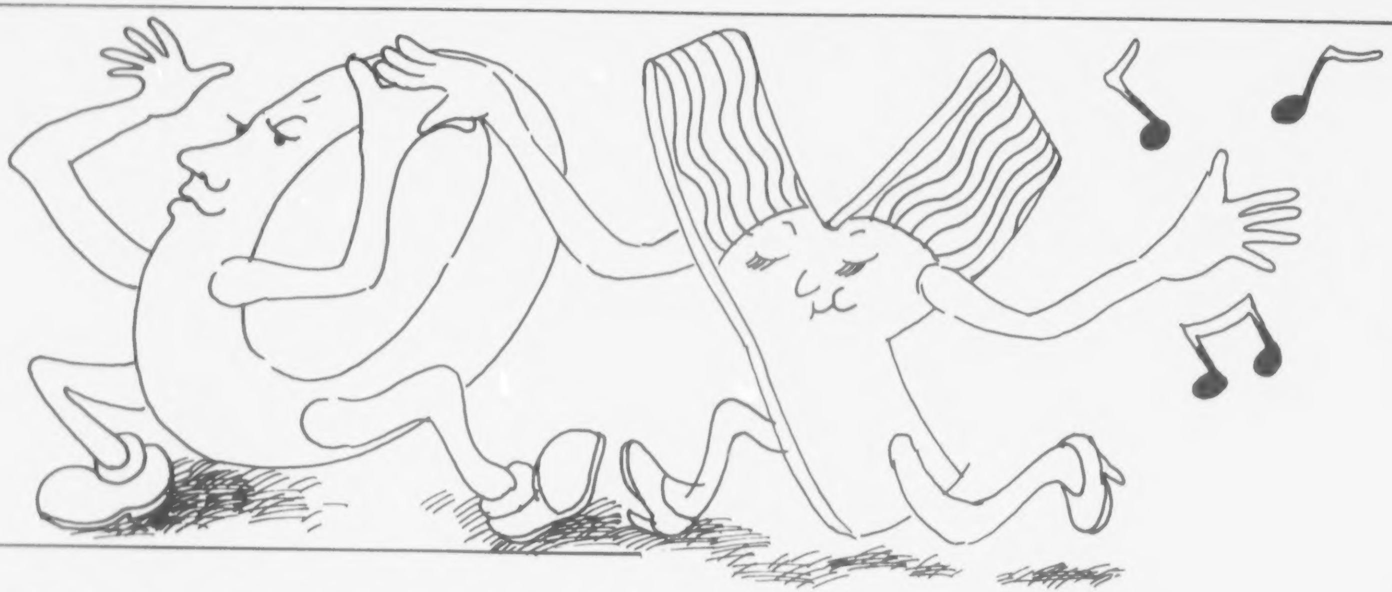
Gustong magpasyal ng mga mata.

Dalawa ang mata natin.

Bato ang mga mata natin.

Itim ang mga mata.

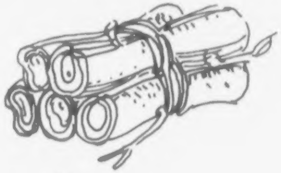
Maraming nakikita ang mata natin.

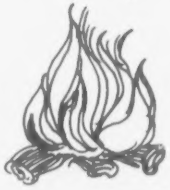


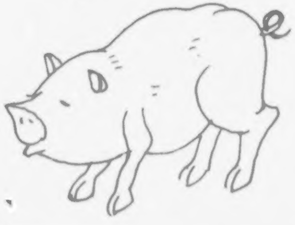
apoy

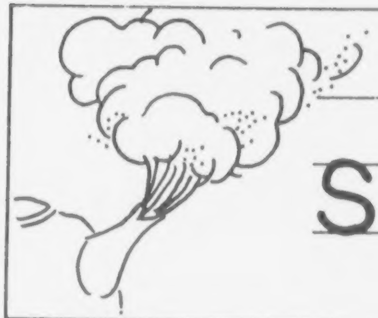
baboy

kahoy



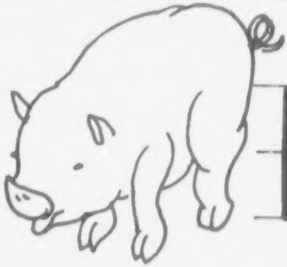






sin͡gaw

gulay



baboy

k w

375

l n͡g

s g

k h

h k

376

kailangan kasama kaibigan	maglakad magpasyal magpunta	gusali apartment diyaket
mahaba magaling mabilis	wala una makina	preno prutas prinsesa
guro gatas gusali	larawan kanin hayan	kumain gumawa sumakay
tren trak trono	ikalawa ikaapat ikalima	upang paano sarisari

Ito si Juan Tamad.
Nakatira siya sa Pilipinas.

nakatira

Ano ang nasa isip ni Juan?

lumangoy mag-aral

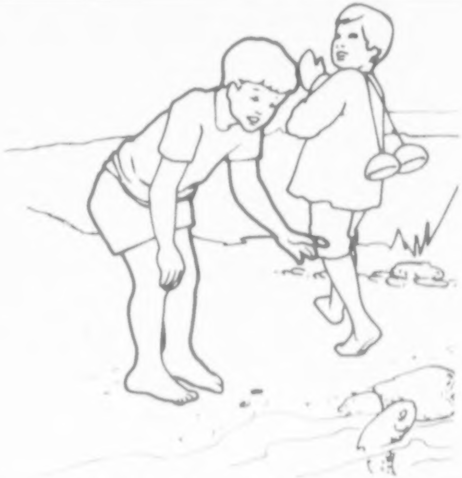
isda
May sa ilog.
pusa

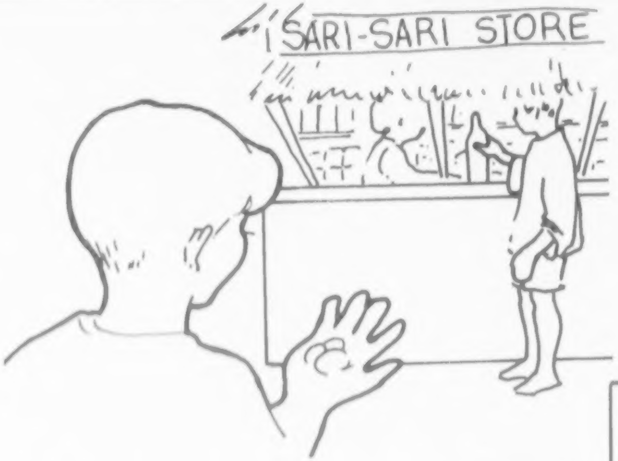
tindahan.
Lumangoy tayo sa
ilog.

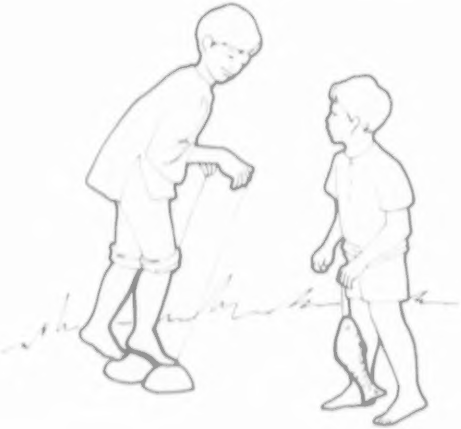
namin.
Siya ang guro
naku.

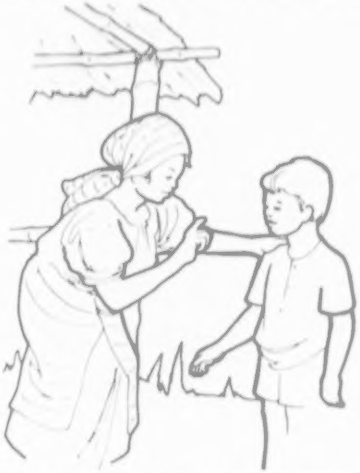
Bumili
sila ng pagkain.
Lumakad

Noong unang panahon, may isang hari. May malaking trono ang haring ito. Hindi niya gustong gumawa ng kahit na ano.









Bumili siya ng isda.

Pumunta si Juan sa tindahan.

Naglaro sina Juan.

“Lumangoy ka,” sabi ni Juan sa isda.

Nasa labas si Nina.
Nasa loob si Tito.

●

Malaki ang bahay.
Maliit ang aso.

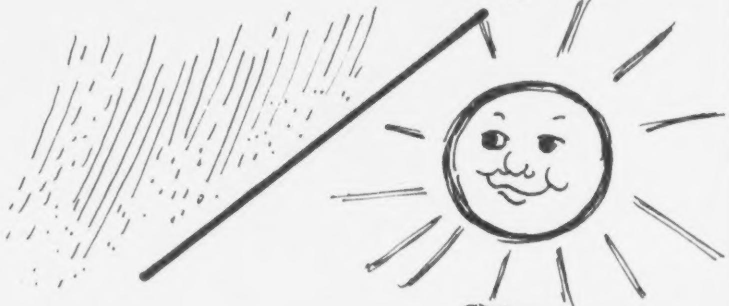
●

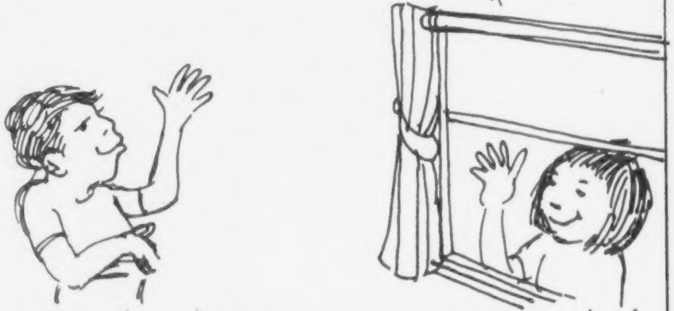
Malamig sa Amerika.
Mainit sa Pilipinas.

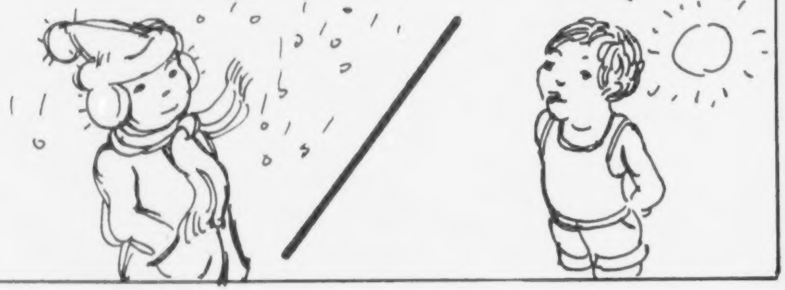
●

Maulan sa Pilipinas.
Maaraw sa Hongkong.

●







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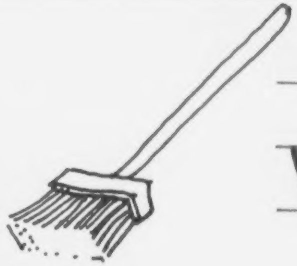
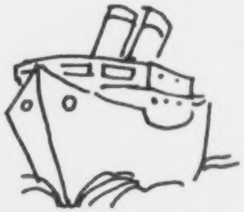
	lubid		wa
	su		tu
	ba		pa

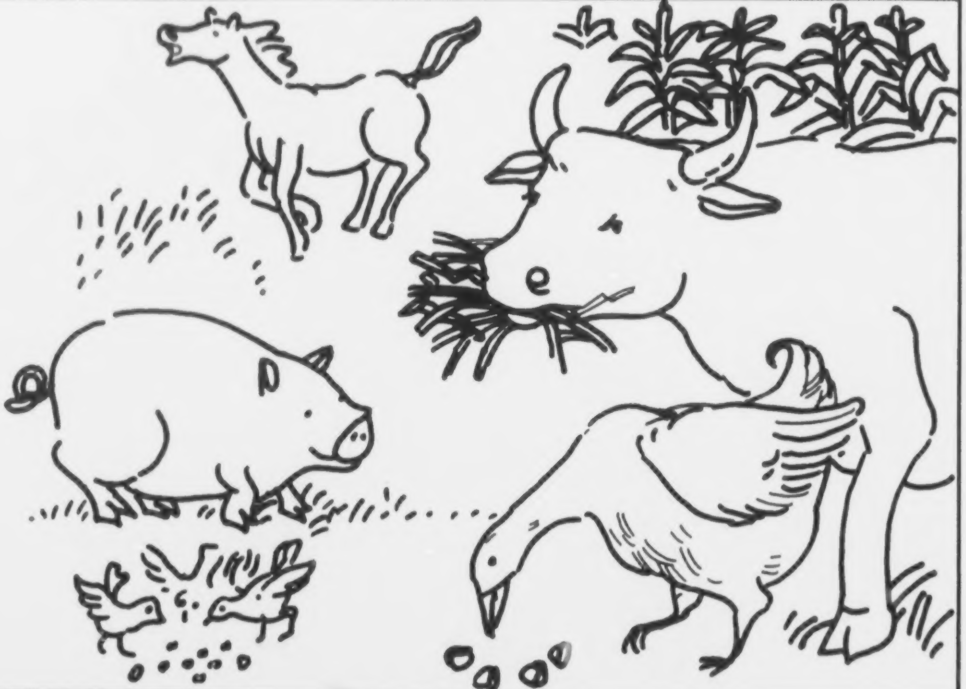
Juan Tamad

Mahaba ang kadena.

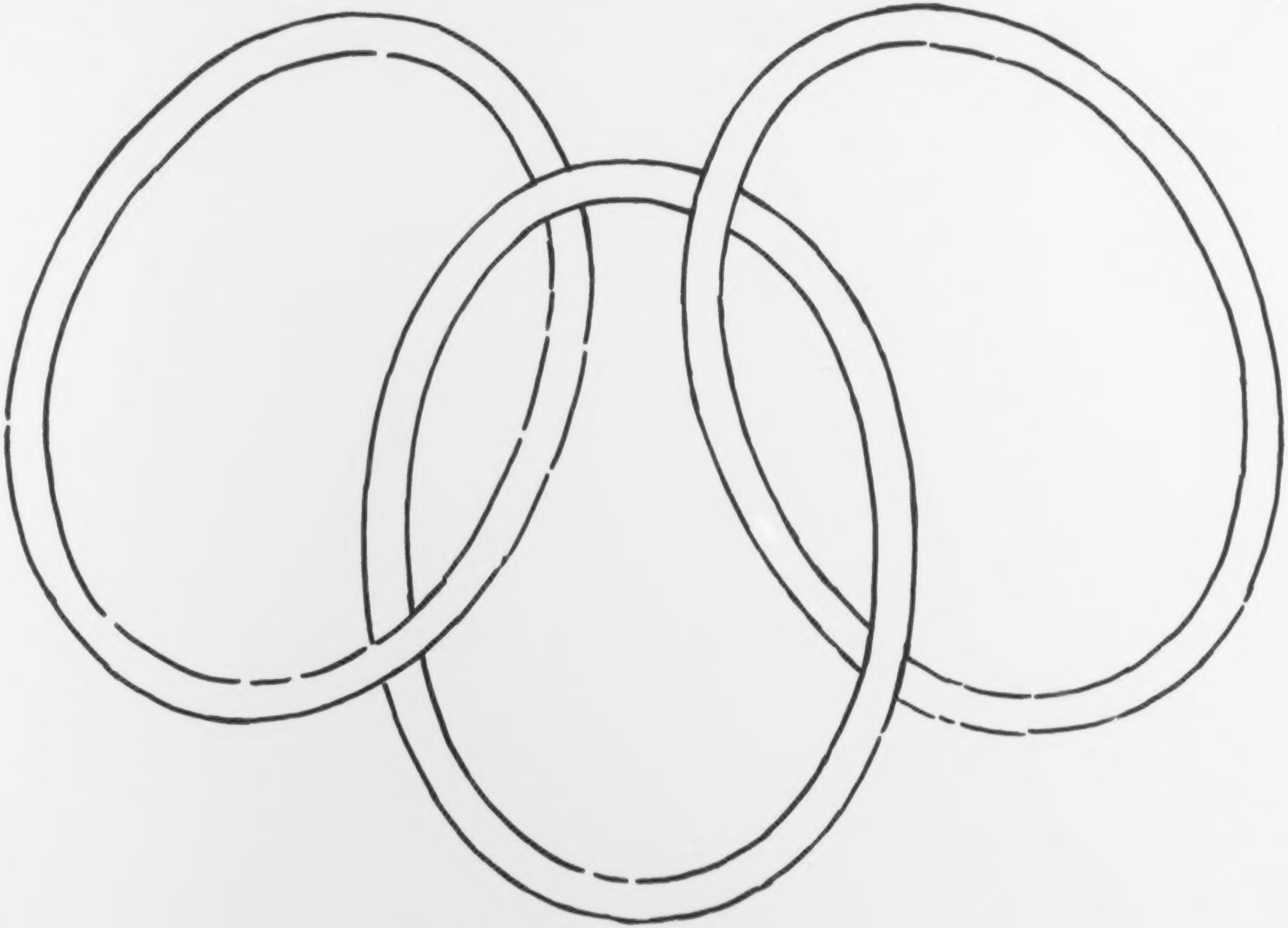
kadena

Mahalaga ang mga ito
sa buhay natin.

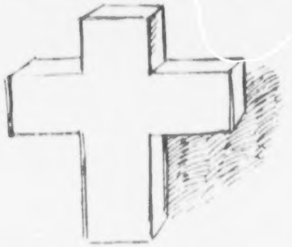
- halaman
- hayop
- buto
- mais
- manok



Gusto ng batang kumain
- kung may tren at kotse.
- kung may prutas at gulay.



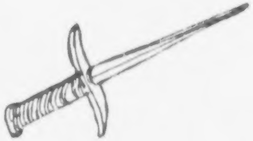
Ang Kadena ng Pagkain

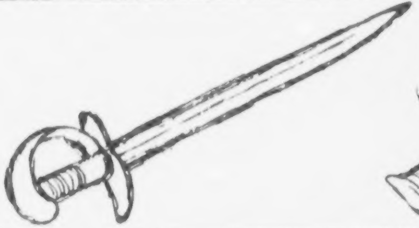


krus

krus

kr





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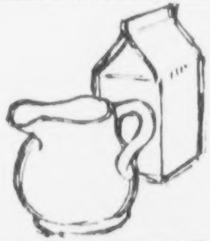
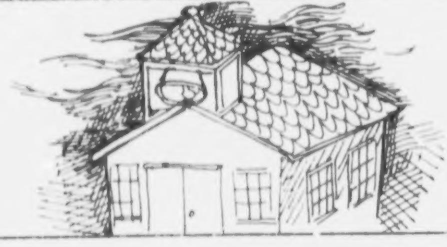
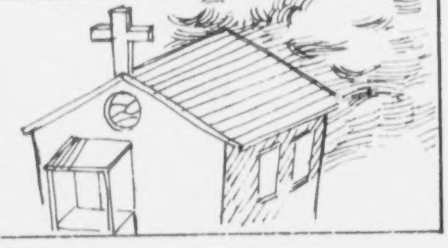


kr

May kr ____________
sa simbahan.





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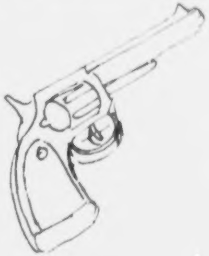
393

bi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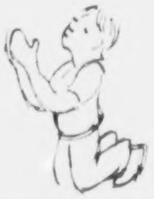
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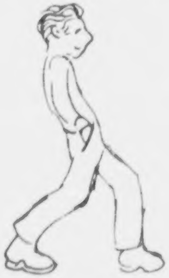
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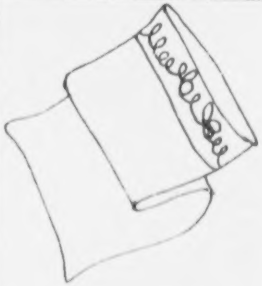
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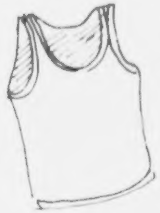
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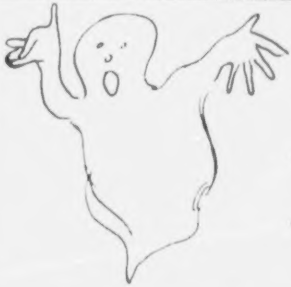
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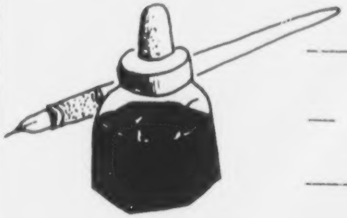
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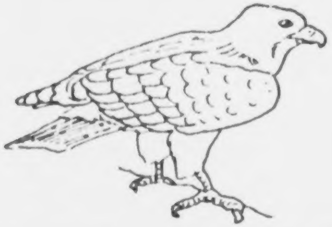
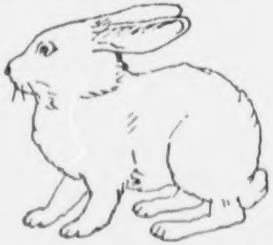
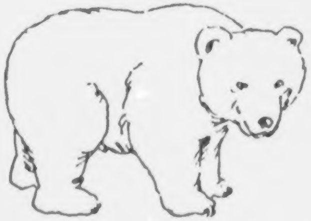
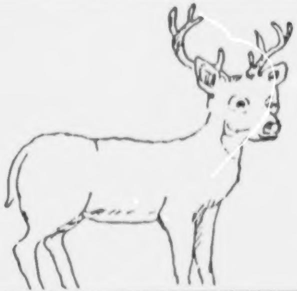
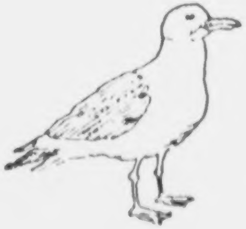
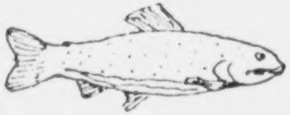
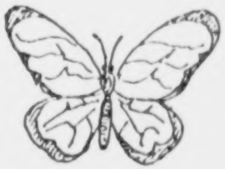
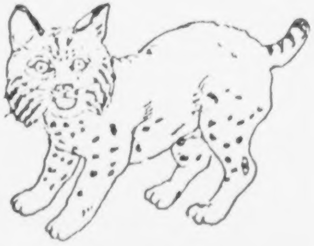
 lawin	 kuneho	 damo
 oso	 usa	 mga bungang-kahoy
 seagull	 isda	 bulati
 palaka	 paruparo	 mga buko at bulaklak



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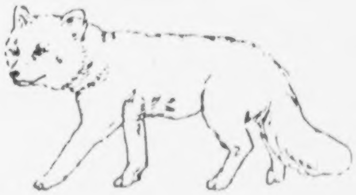
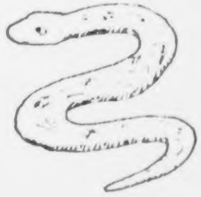


lobo

soro

kuwago

racoon



ahas

ardilya/iskwirel

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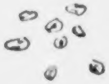
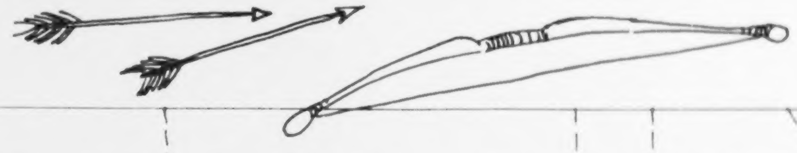
mani

salaginto



mga buto

Ang pana at palaso ni Ho Yi.

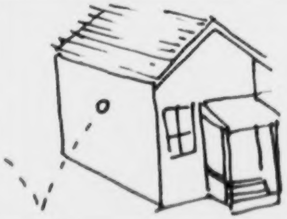


pana at palaso Ho Yi

Lumagpak ang plato.
Oo Hindi

Nagtago ang araw sa likod ng bundok.
Oo Hindi

Pagod ang bata.
Oo Hindi



Tumama ang bola sa bahay.
Oo Hindi

May araw sa < langit.
lupa.

Madilim kung < araw.
gabi.

May < tubig
gatas
sa ilog.

Kung < minsan,
upang,
gusto kong maglaro.

Isa < wika
lang
ang gusto ko.

1. Noong unang panahon, siyam ang araw sa langit.

2.

3.

4.

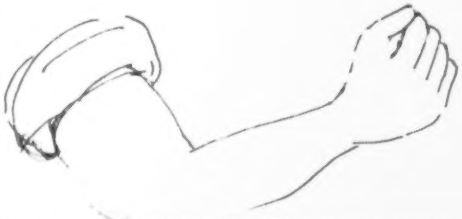
5.

Kung nasa likod ng bundok ang araw, madilim ang paligid.

Gumawa si Ho Yi ng pana at palaso.

Isa na lang ang araw sa langit.

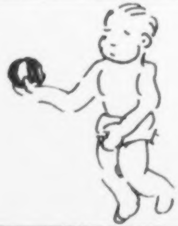
Lumagpak ang walong araw sa lupa.

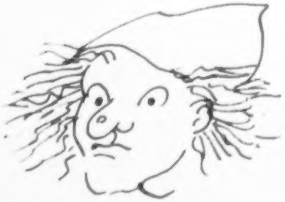


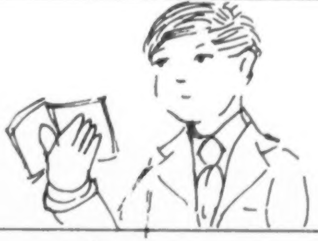
braso

braso

br







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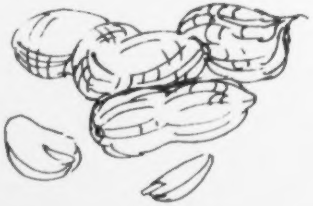

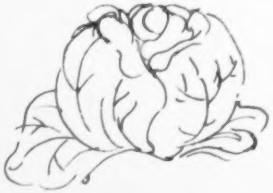

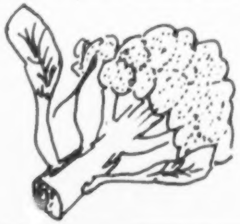

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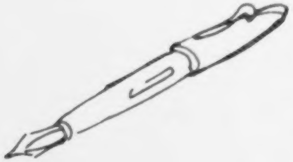
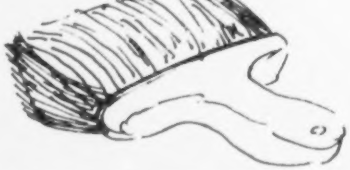
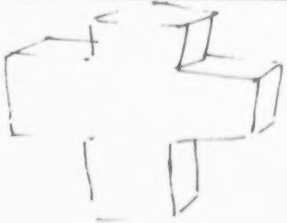
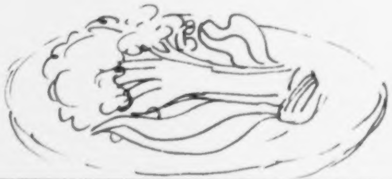


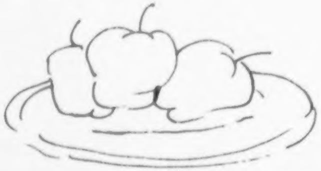




Gusto kong kumain

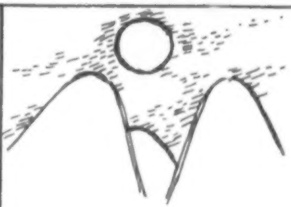
ng br ________.



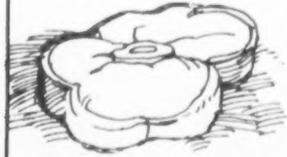


3

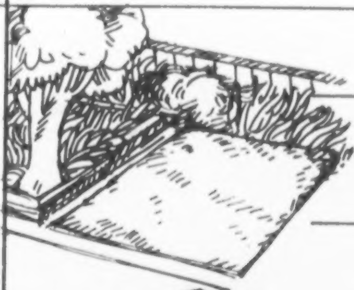
tatlo



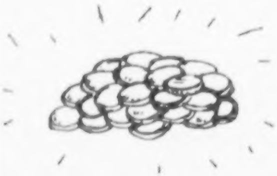
bundok



ne

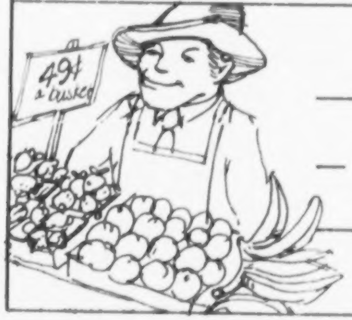


hardin



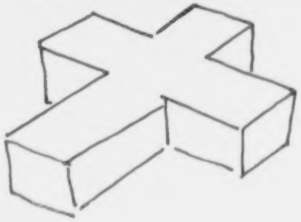
to

lagnat



da

pinsan



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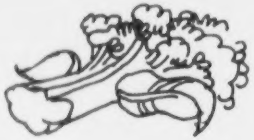

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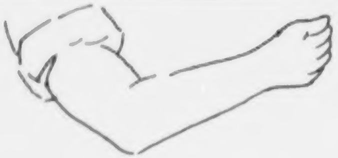

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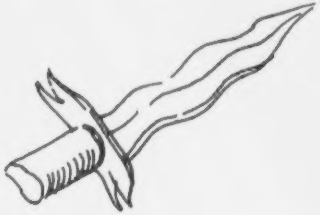

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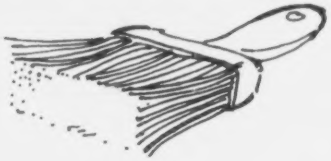

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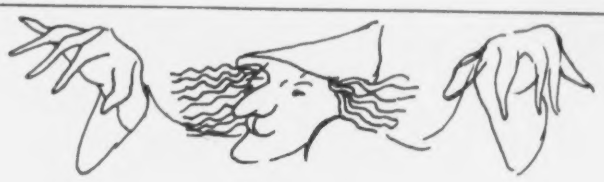

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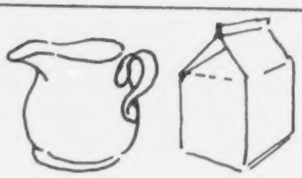

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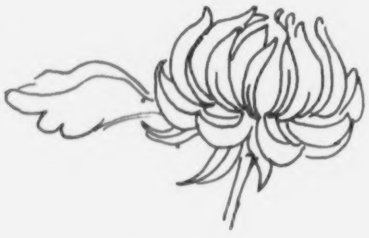

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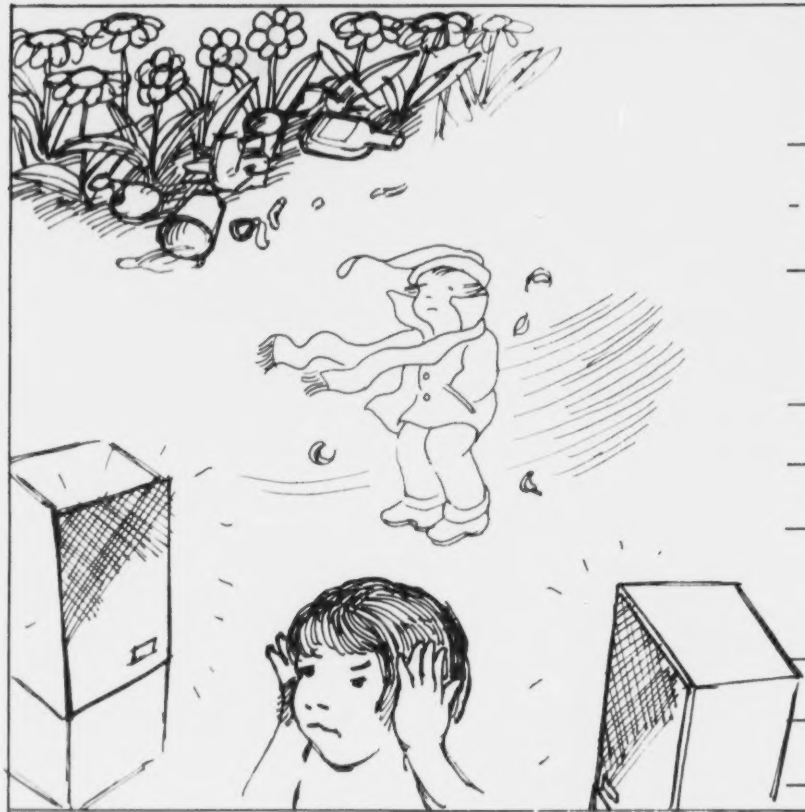


Malamig ang hangin.

hangin

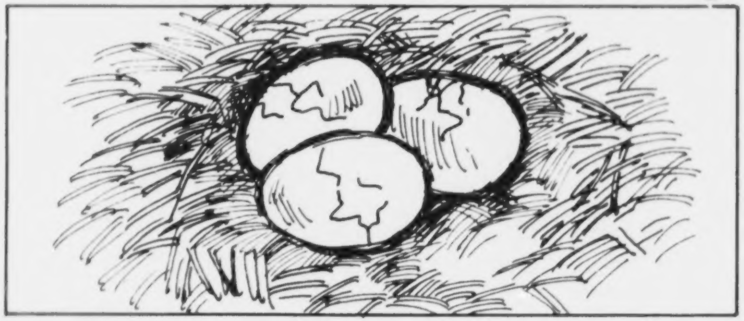
Maingay sa loob ng bahay.

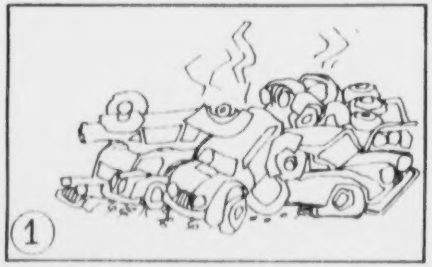
maingay

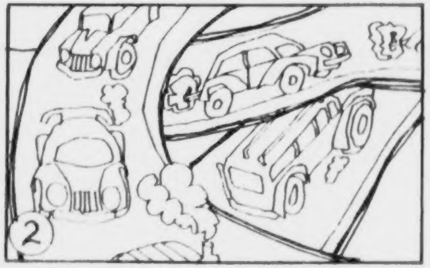
Marumi ang paligid.

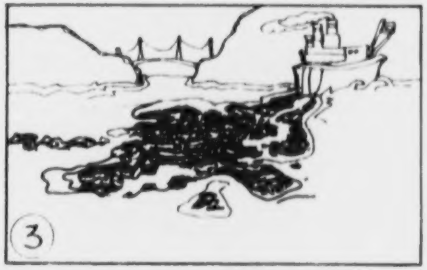
marumi

Ano ang mangyayari?

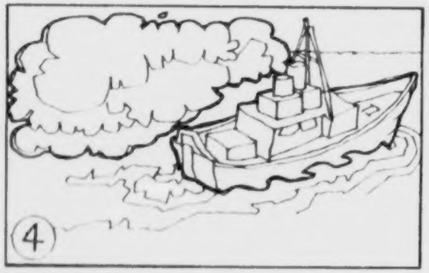


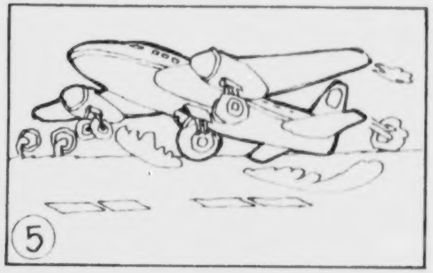


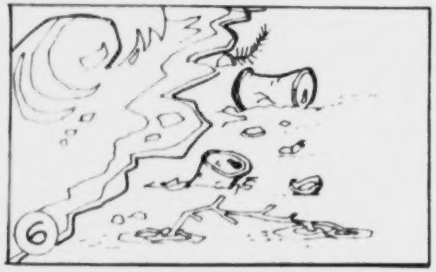




- Marumi ang hangin.
- Marumi ang tubig.
- Maingay ang paligid.
- Marumi ang paligid.







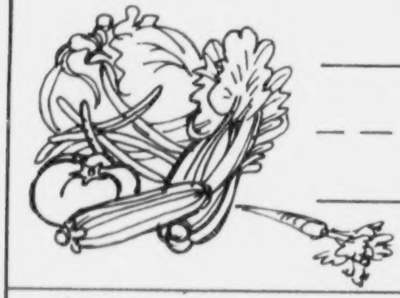
Amerika taga-Amerika	simba simbahan	laro naglaro
layo malayo	pasyal magpasyal	laro maglaro
langoy lumangoy	botas nakabotas	laro kalaro

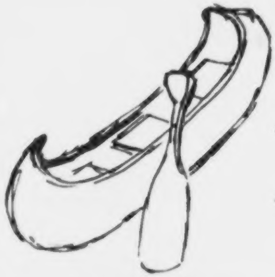
Gusto nilang < laro. / maglaro.

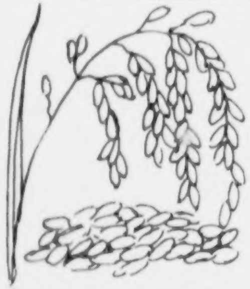
Noong isang araw, < laro / naglaro sila.

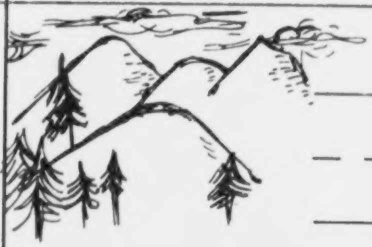
Si Rosa ang < laro / kalaro nila.

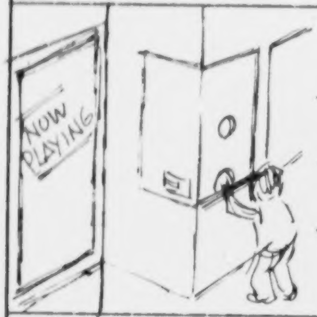
Si Luis ang batang < botas. / nakabotas.







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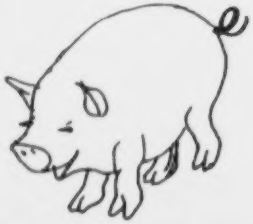
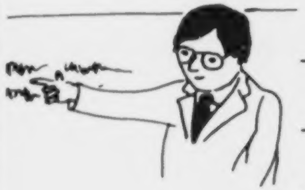
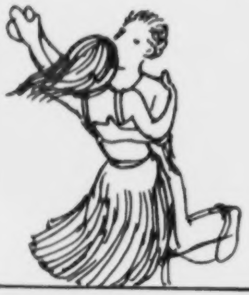
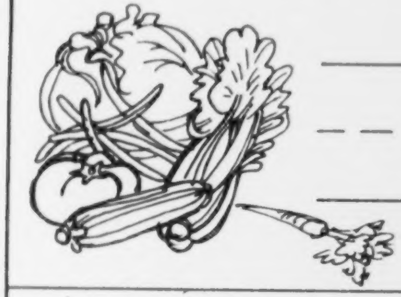
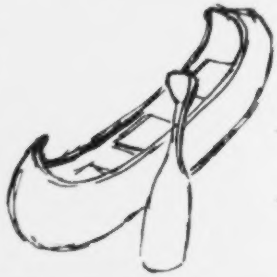
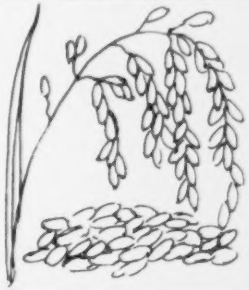


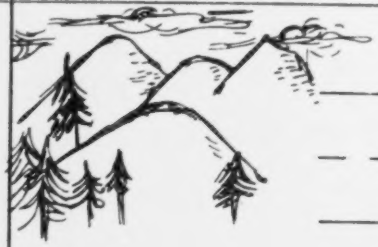


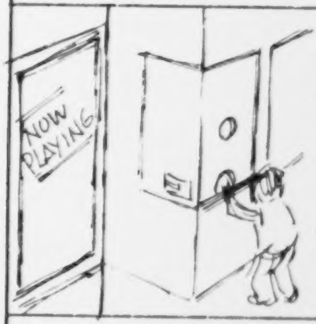


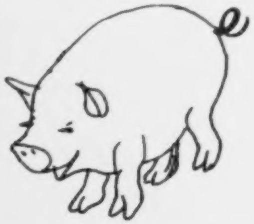


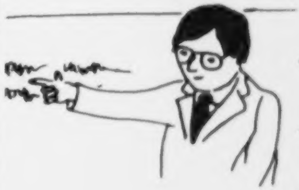


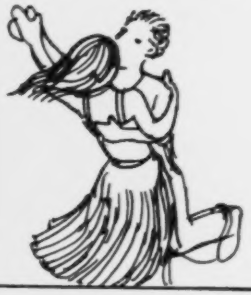





NOW PLAYING







marumi maingay malayo	hangin hindi hayan	siyam walo anim
tubig lupa langit	gabi gumawa guro	kung kahit karne
krus braso prutas	naglaro nag-aral nagsulat	ikaapat ikalawa ikatlo
ilog isda itlog	namin natin ninyo	mahalaga madilim mangyayari

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